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on the subject between Government and the community at large, and generally to stimulate and promote, under the prescribed rules, all measures having for their object the secular education of the people. It is evident that a very inadequate opinion would be formed of the value of the agency responsible for these varied duties from a mere comparison of its cost with that of the existing educational institutions of Government, especially when it is considered that it has been necessary to constitute the controlling establishments at once on a complete footing, while the establishments for direct instruction are naturally of slower growth.

41. After a full consideration of the grounds on which the Court of Directors formerly gave their sanction, as a temporary arrangement, to the employment of covenanted civil servants in the Department of Education, Her Majesty's Government are, on the whole, of opinion that, as a general rule, all appointments in the Department of Education should be filled by individuals unconnected with the service of Government, either civil or military. It is not their wish that officers now in the department should be disturbed for the sole purpose of carrying out this rule; and they are aware that difficulty might at present be experienced in finding well-qualified persons, unconnected with the regular services, to fill vacant offices in the department. But it is their desire that the rule now prescribed be kept steadily in view, and that every encouragement be given to persons of education to enter the educational service, even in the lower grades, by making it known that in the nominations to the higher offices in the department a preference will hereafter be given to those who may so enter it, if competent to discharge the duties.

Establishment of universities.

42. The establishment of universities was not a measure calculated, *per se*, to excite apprehensions in the native mind. It did not, in fact, bring any new principle into operation, being little more than an expansion of the arrangements which had, for many years, been in operation for testing the powers and attainments of the young men educated in the colleges and more advanced schools. No teaching of any sort was proposed to be given in connexion with the universities; and on the only point in connexion with examinations for degrees, in respect to which any difficulty might have arisen, viz., that of reckoning the marks obtained by those candidates for honours who might voluntarily submit themselves to examination in Paley's "Evidences of Christianity," and Butler's "Analogy of Revealed Religion," the Home Authorities determined that such computation should not be allowed, and thus removed all possible ground of misapprehension.

43. No special [redacted]tions on the subject of the universities seem, at present, to be called for.

Training schools.

44. The institution of training schools does not seem to have been carried out to the extent contemplated by the Court of Directors. Her Majesty's Government agree in the remarks contained in the Despatch of July 1854, as to the necessity of such institutions for Anglo-vernacular as well as for vernacular schools. All reports concur as to the want of trained masters in the schools in which English is taught, and as to the frequent inefficiency of the English teaching, from the want of masters well acquainted with the language. It seems to be very seldom found practicable to secure, in India, the services of competent men; and the engagement of persons in this country appears, at present, the only available means of supplying the deficiency. This is evidently an expensive mode of proceeding, and it may be hoped that, at no distant period, institutions may be in operation at all the Presidencies calculated to supply masters for all classes of schools, and thus, in time, greatly to limit, if not altogether to obviate, the necessity of recruiting the educational service by means of engagements made in this country. I request that a definite statement may be furnished of the measures which you may propose to take for this purpose.

Government colleges.

45. The Government Anglo-vernacular colleges appear, on the whole, to be in a satisfactory state; and in those cases where defects have been found to exist, measures are in progress for placing the institutions on a better footing.

English and Anglo-vernacular schools.

46. The Government English and Anglo-vernacular schools seem to be generally in a satisfactory state, and to be not unpopular with the native community. By the order of 1854 the extension of a graduated system of these schools throughout

throughout the provinces of India was proposed to be accomplished, by the establishment of a limited number of Government institutions of different grades, or preferentially, by the encouragement of schools on the grant-in-aid plan, it being hoped that private schools, aided by Government, would eventually take the place, universally, of the several classes of Government institutions. I see no reason to make any change in the orders applicable to the class of schools which comes under this heading.

Female Education.

47. It appears that both the difficulties and the importance of Female Education are adequately appreciated by the officers of the Department of Education, and no present orders respecting it seem, therefore, to be required; but Her Majesty's Government are desirous of being made acquainted with the opinion which you may be led to form as to the genuineness of the change of feeling which appears, in some localities, to have taken place regarding it, and as to the nature and degree of the influence which may safely and properly be exerted by the officers of the Department of Education to promote the extension of schools for females.

Vernacular Education.

48. With regard to Vernacular Education it appears that, with the exception of the North Western Provinces, where provision had been made for the gradual extension of schools over the entire country, by the combined operation of Mr. Thomason's scheme of Tehseelee schools and the Hulkabundee system, no general plan had been decided on in any of the Presidencies. It is obvious that no general scheme of popular education could be framed which would be suitable for all parts of India; but, in accordance with the course followed in the North West Provinces by Mr. Thomason, and in some of the Bengal districts by Mr. Woodrow, it is most important to make the greatest possible use of existing schools, and of the masters, to whom, however inefficient as teachers, the people have been accustomed to look up with respect.

Grants-in-aid, vernacular schools.

49. The difficulties experienced by the officers of the Department of Education in establishing a general system of popular schools on the basis of the existing rules for the administration of grants-in-aid has been already referred to. But, apart from the difficulty, and in many cases the impossibility, of obtaining the local support required for the establishment of a school under the grant-in-aid system, it cannot be denied that the mere requisitions made for the purpose by the officers of the Education Department may have a tendency, not only to create a prejudice against Education, but also to render the Government itself unpopular. And, besides the unpopularity likely to arise from the demands on the poorer members of the community, made in the way either of persuasion or of authority, there can be no doubt that the dignity of [redacted]overnment is compromised by its officers appearing in the light of imp[redacted]ate and often unsuccessful applicants for pecuniary contributions, for objects which the Government is confessedly very anxious to promote.

50. On the whole, Her Majesty's Government can entertain little doubt that the grant-in-aid system, as hitherto in force, is unsuited to the supply of Vernacular Education to the masses of the population; and it appears to them, so far as they have been able to form an opinion, that the means of elementary Education should be provided by the direct instrumentality of the officers of Government, according to some one of the plans in operation in Bengal and the North Western Provinces, or by such modification of those schemes as may commend itself to the several local Governments as best suited to the circumstances of different localities. Asuming that the task of providing the means of elementary Vernacular Education for those who are unable to procure it for themselves is to be undertaken by the State, they are strongly of opinion that the officers of the Department of Education should be relieved from the onerous and invidious task of soliciting contributions for the support of these schools from classes whose means for the most part are extremely limited, and whose appreciation of the advantages of Education does not dispose them to make sacrifices for obtaining it.

51. As regards the source from which the funds for elementary Education should be obtained, it has been on different ocasions proposed by officers connected with Education that, in order to avoid the difficulties experienced in obtaining voluntary local support, an Education rate should be imposed, from which the cost of all schools throughout the country should be defrayed. And

other

other officers who have considered India to be as yet unprepared for such a measure, have regarded other arrangements as merely temporary and palliative, and the levy of a compulsory rate as the only really effective step to be taken for permanently supplying the deficiency.

52. The appropriation of a fixed proportion of the annual value of the land to the purpose of providing such means of education for the population immediately connected with the land, seems, *per se*, unobjectionable, and the application of a per-centage for the construction and maintenance of roads appears to afford a suitable precedent for such an impost. In the North Western Provinces the principle has already been acted on, though the plan has there been subjected to the important modification that the Government shares the burden with the landholder, and that the consent of the latter shall be a necessary condition to the introduction of the arrangement in any locality. The several existing inspectors of schools in Bengal are of opinion that an Education rate might without difficulty be introduced into that Presidency, and it seems not improbable that the levy of such a rate under the direct authority of the Government would be acquiesced in with far more readiness and with less dislike than a nominally voluntary rate proposed by the local officers.

53. I am desirous that, after due communication with the several local Governments, you should carefully consider the subjects just discussed, and should furnish me with your opinion as to the necessity of relinquishing the existing grant-in-aid system, as a means of providing popular vernacular schools throughout the country, and as to the expediency of imposing a special rate to defray the expense of schools for the rural population.

Grants in aid to English and Anglo-vernacular schools.

54. The peculiar objections which have been shown to attach to the grant-in-aid system, when applied to Vernacular Education, do not appear to extend to it in connexion with English and Anglo-vernacular schools. The conductors of existing schools of these kinds are generally anxious to obtain grants, and the Government and its officers are therefore not placed in the unbecoming position of unsuccessful applicants for pecuniary contributions towards a public object which the Government is known to be desirous to promote, but which its influence is seen to be unable to secure.

55. On the other hand, the comparatively small number of scholars in the Government colleges and schools sufficiently shows what ample scope there is for every agency which can be brought into the field of educational labour, and the expediency of making use of and fostering all such agency as is likely to engage in the work with earnestness and efficiency. There can be no doubt of the great advantage of promoting in the native community a spirit of self-reliance, in opposition to the habit of depending on Government and its officers for the supply of local wants; and if Government shall have undertaken the responsibility of placing within reach of the general population the means of a simple elementary Education, those individuals or classes who require more than this may, as a general rule, be left to exert themselves to procure it, with or without the assistance of Government.

56. You are aware that, besides the other advantages of the plan of grants-in-aid, the authors of the Despatch of 1854 regarded the system as carrying out, in the most effectual manner, the principle of perfect religious neutrality, and as solving in the best practicable way various difficult questions connected with education, arising out of the peculiar position of the British Government in India. If, on the one hand, by the natural operation of the system, grants have been made to missionary societies, assistance has, on the other, been extended to schools under the management of natives, whether Hindoo or Mahomedan. The principle of perfect neutrality in matters of religion, on which the system has been brought into operation in India, has been laid down and promulgated with unmistakeable distinctness in the published rules. The amount contributed to missionary institutions bears but a small proportion to the general expenditure on Education, and besides the numerous native schools established under the grant-in-aid system in the Mofussil, the Sanscrit College and the Madrissa are maintained in their integrity at Calcutta, for the exclusive benefit of the members of the Hindoo and Mahomedan communities respectively.

57. But as it has been alleged that, notwithstanding these precautions, jealousy has been excited by the assistance indirectly extended, through the medium of grants-in-aid, to missionary teaching, I am anxious to learn your opinion as to the manner in which, on the whole, the grant-in-aid system operates; as to the necessity of making any, or what, alterations in the existing rules, and as to the feeling with which, in your opinion, it is regarded by the native community in those districts in which it has been brought into operation.

58. The several branches into which the subject divided itself with reference to the Despatch of 1854 have now been examined, and, as far as possible under the circumstances, disposed of; but in referring to you for consideration and report the subject of the state and prospects of Education in India, I cannot leave unnoticed the question of religious teaching, and more particularly that of the reading of the Holy Scriptures in the Government schools.

59. From the earliest period at which the British Government in India directed its attention to the subject of Education, all its measures, in consistency with the policy which regulated its proceedings in other departments of the State, have been based on the principle of perfect religious neutrality; in other words, on an abstinence from all interference with the religious feelings and practices of the natives, and on the exclusion of religious teaching from the Government schools. As a necessary part of this policy, the Holy Scriptures have been excluded from the course of teaching; but the Bible has a place in the school libraries, and the pupils are at liberty to study it, and to obtain instruction from their masters as to its facts and doctrines out of school hours, if they expressly desire it. This provision is displeasing to many of those who have interested themselves in the education of the people of India; and some of the missionaries especially are much dissatisfied with it, and are desirous that direct instruction in the Bible should be afforded in the Government schools as a part of the regular course of teaching. Some of the greatest friends of Native Education, however, who are warmly interested in missionary operations, declared themselves, before the Parliamentary Committees of 1853, to be averse to any change in the established policy of Government in this respect. The main argument of these gentlemen rested on the alarm and distrust which would probably be excited by the introduction of religious teaching into the Government schools, even if attendance on the Bible classes were declared to be voluntary. But it was further observed that it would not be honest to accept the consent of the pupils themselves to attend the classes, and that it was not probable that the assent of the parents would be given; and it was pointed out that most of the masters in the Government institutions are natives, and that instruction in the facts and doctrines of the Bible, given by heathen teachers, would not be likely to prove of much advantage.

60. It would certainly appear that the formation of a class for instruction in the Bible, even though attendance on it might be voluntary, would at any time be a measure of considerable hazard, and at best of doubtful countervailing advantage. More especially at the present time, the introduction of a change in this respect might be found peculiarly embarrassing. The proclamation of Her Majesty, on assuming the direct control of the Government of India, plainly declared that no interference with the religion of the people, or with their habits and usages, was to take place. Now, though in this country there might seem but a slight difference between the liberty enjoyed by the pupils to consult their teachers out of school hours with regard to the teaching of the Bible, and the formation of a class for affording such instruction in school hours to such as might choose to attend it, it is to be feared that the change would seem by no means a slight one to the natives of India, and that the proposed measure might in a political point of view be objectionable and dangerous, as tending to shake the confidence of the native community in the assurances of a strict adherence to past policy in respect to religious neutrality, which Her Majesty has been pleased to put forth.

61. The free resort of pupils of all classes to Government schools, even at times when unusual alarm has been excited in the minds of the natives, is a sufficient proof of the confidence which is felt in the promises of Government that no interference with religious belief will be allowed in their schools, and this confidence Her Majesty's Government would be very reluctant to disturb by any

any change of system which might give occasion to misapprehension. They are unable therefore to sanction any modification of the rule of strict religious neutrality as it has hitherto been enforced in the Government schools, and it accordingly remains that, the Holy Scriptures being kept in the library, and being open to all the pupils who may wish to study them, and the teachers being at liberty to afford instruction and explanations regarding them to all who may voluntarily seek it, the course of study in all the Government institutions be, as heretofore, confined to secular subjects.

62. It is my intention in this Despatch to confine my remarks to the subject of General Education, and I therefore abstain from noticing the means of instruction in the special subjects of Medicine, Law, and Civil Engineering, which are afforded in Government colleges at the different Presidencies. I will merely remark that, through those institutions, a course of honourable occupation is opened out to those young men who, having obtained a certain amount of general Education, apply themselves to any one of the special subjects of study, and go through the prescribed examination. Some of the institutions have been in operation for many years, and a large number of the native youth who have passed through them are engaged in the public service, and others are prosecuting the practice of their profession on their own account.

63. I am happy to add, that inducements to self-improvement are not confined to such special employments. It has long been the object of the several Governments to raise the qualifications of the public servants, even in the lowest appointments; and by recent orders no person can, without a special report from the appointing officer, be admitted into the service of Government on a salary exceeding six rupees per mensem, who is destitute of elementary education; and elaborate rules have been framed by which a gradually ascending scale of scholastic qualification is required in those entering the higher ranks of the service. It may be anticipated that many years will elapse before a sufficient number of educated young men are raised up in India to supply the various subordinate offices in the administration in the manner contemplated by the new rules.

64. It is the desire of Her Majesty's Government that your report shall not be confined to those points which have been specially referred to in this Despatch, but shall embrace the whole subject of General Education. They will expect to receive, among other things, full statistical information as to the number of schools established since 1854, whether by Government or with the aid of Government; the number of pupils on the books, and the condition of the attendance, the cost of the several schools, and the whole expense incurred by the Government under the various heads of controlling establishments, instructive establishments, and grants-in-aid; and also, as far as practicable, the number and character of schools unconnected with Government aid or control. The impressions which they have received and the views which they have expressed are necessarily, from the want of sufficient information, stated with some reservation; and they will expect to receive from you the means of judging of the correctness of their conclusions, together with a full and deliberate expression of your opinion as to the operation of the existing scheme of Education in all its parts.

65. In conclusion, I have to call your attention to the question referred to at the commencement of this Despatch, viz., that of the connexion between the recent disturbances in India and the measures in progress for the prosecution of Education. It is only in the reports of a few of the officers of the Bengal Government that any official information is afforded on this point; and in them the evidence amounts but to little, and is confined to Behar. In that province, previously to the outbreak, it was reported that some jealousy had been raised by the part taken by Government in the work of Education; but it would appear that this jealousy had originated rather from a general indisposition to Government interference, and from a vague feeling that the spread of knowledge itself is inconsistent with the maintenance of the native religions, than from special objection to any part of the Government scheme. In the reports from Behar since the commencement of the mutinies, the continued existence of such feelings is not mentioned, and the disposition of the people towards Education is spoken of in less discouraging terms; and it is satisfactory to find that in few cases had

had any schools been given up in consequence of the disturbances, though some schools had been suspended for a time by the presence of rebels in the villages.

66. It is impossible to found any conclusions on information so manifestly insufficient as that which Her Majesty's Government possess, and they have therefore to commend this most important question to your careful consideration. It is obvious that measures, however good in themselves, must fail if unsuited to those for whose benefit they are intended; and it seems important, therefore, to learn whether any of the measures taken by Government in recent years to promote the Education of the natives of India, have been such as to afford just ground of suspicion or alarm; whether, notwithstanding the absence of any just grounds of alarm, there has, in fact, existed a misunderstanding of the intentions of Government with regard to their measures, which excited apprehensions, however unfounded; and whether any, and what, alterations of existing arrangements can be devised, by which, without drawing back from the great duty so deliberately affirmed in the Despatch of the 19th July 1854, of raising the moral, intellectual, and physical condition of Her Majesty's subjects in India, by means of improved and extended facilities of Education, the risk of misapprehension may be lessened, and the minds of the people may be set at rest.

67. I rely on your immediate attention being given to the subject, and I shall hope to receive your report at the earliest practicable period.

I have, &c.
(signed) *Stanley.*

His Excellency the Right Hon.
The Governor General of India in Council.

EAST INDIA (EDUCATION).

COPY of EDUCATIONAL DESPATCH, No. 4, dated India Office, London, 7th April 1859.

(Presented to Parliament by Her Majesty's Command.)

Ordered, by The House of Commons, *to be Printed,*
11 *April* 1859.

210.

Under 3 *oz.*

EAST INDIA (EDUCATION).

RETURN to an Address of the Honourable The House of Commons, dated 27 April 1868;—*for*,

"COPY of REPORT by Sir *A. Grant*, Director of Public Instruction at *Bombay*, on the NOTE of Mr. *A. Monteath*, on the State of EDUCATION in *India*."

NOTE.—Mr. Monteath's Note, referred to in the above Return, is annexed.

India Office,
30 April 1868.

H. L. ANDERSON,
Secretary in the Educational Department.

(*Sir Stafford Northcote.*)

Ordered, by The House of Commons, *to be Printed*,
4 *May* 1868.

CONTENTS.

PAGE

REPORT by Sir A. Grant, Director of Public Instruction at Bombay, on the Note of Mr. A. Monteath on the State of Education in India - - - - 3

NOTE of Mr. A. Monteath on the State of Education in India, 1865-66 - - 15

COPY of REPORT by Sir *A. Grant*, Director of Public Instruction at *Bombay*, on the NOTE of Mr. *A. Monteath* on the State of EDUCATION in *India*.

(No. 2552 of 1867-68.)

To *C. Gonne*, Esq., Secretary to Government, Educational Department, Bombay.

Poona, Office of Director of Public Instruction,
Sir, 9 December 1867.

IN reference to your letter, No. 390, dated 13th July last, I have the honour to submit, for the information of Government, the following remarks, which a careful examination of Mr. Monteath's "Note on the State of Education in India in 1865-66," have suggested to me:

2. I would first beg to point out the omission from this "Note" of all mention of educational "standards." In England, the annual Educational Returns state the number of children throughout the inspected schools who have passed respectively under the different standards laid down by the Committee of Council. And in this Presidency all Governmental and aided schools are examined under prescribed standards, and a definite notion of the instruction imparted can always be obtained by reference to the Inspector's tables of passed pupils. In other Presidencies these precise *data* are wanting, but still Mr. Monteath might, I humbly think, have aimed at giving the reader some information as to the instruction really imparted in different classes of schools. For instance (paragraph 174), what is it that the masters of Hulkabundee Schools, with their wretched salaries of three rupees to five rupees per mensem, are expected to teach? Of the 155,255 pupils in lower class schools of the North Western Provinces (paragraph 173), how many can read or write? how many would pass in the first four simple rules of arithmetic? Again (paragraph 158), what are the qualifications which entitle a Guru, according to the Patshala system of Bengal, to receive a certificate? Such are the questions which Mr. Monteath's "Note" constantly suggests and leaves unanswered.

3. Besides the above-mentioned defect in the *form* of the "Note" (which gives educational statistics without standards), I have been impressed with a sense of inequality in the matter of the information conveyed. Mr. Monteath is probably acquainted with the educational system in Bengal, but with that of Bombay his acquaintance must be imperfect. I notice that Mr. Monteath adopts the following order of arrangement for the eight Presidencies and Provinces having organised departments of education:—1st, Bengal; 2nd, North Western Provinces; 3rd, Panjaub; 4th, Madras; 5th, Bombay; 6th, Oude; 7th, Central Provinces; 8th, Mysore. Now, this order probably corresponds with the order of precedence which the different educational departments hold in Mr. Monteath's mind, according to his knowledge of them, and interest in them respectively; but there is no other apparent reason to justify such an arrangement. It is hard to see why Provinces should stand before Presidencies, or why Madras and Bombay, which contain universities, should rank educationally below the North Western Provinces and Panjaub, which do not.

4. When Mr. Monteath comes (in paragraph 48) to draw a general comparison between the three Indian universities, the superficiality of his treatment of the subject is most remarkable. He appears merely to have *asked the Registrar of the Calcutta University* whether there was any material difference between

the standards for examination in the different institutions, and to have adopted the reply of that officer with perfect reliance. The reply was to the following effect:—

1st. That between the standards for matriculation in the three Indian universities there is no apparent difference.

2nd. That the standard for degree examinations in the Calcutta University embraces a wider range of subjects, and is more difficult than the corresponding standards in the universities of Madras and Bombay.

5. Now it is impossible not to raise the questions,—1st, Why Mr. Monteath, if he wished really to compare the universities of India, should have taken an *ex parte* opinion on the subject from a representative officer in one university, instead of applying to all three universities for information? 2nd. Why he should not have compared for himself the standards of the universities as given in their respective calendars? I will now venture to do what Mr. Monteath has omitted, and will subjoin, in parallel columns, the characteristics of the examination standards in the three universities, taken from the published calendars:—

CHARACTERISTICS OF EXAMINATION STANDARDS IN THE THREE INDIAN UNIVERSITIES.

(A.)—*Matriculation or Entrance.*

CALCUTTA.	MADRAS.	BOMBAY.
Local examinations by means of papers in 26 places besides Calcutta.	Local examinations by means of papers in 15 places besides Madras.	Examinations held in Bombay only.
No oral examination.	No oral examination.	A strict oral examination in both the languages brought up by the candidate, including English dictation.
Books, or portions of books, in English and a second language, prescribed beforehand.	Books, or portions of books, in English and a second language, prescribed beforehand.	No books prescribed; a general idiomatic knowledge of English and of a second language required.
Arithmetic, *minus* Compound Interest and some other subjects.	Arithmetic, *minus* Reduction, Practice, Simple and Compound Interest.	Arithmetic, the whole subject. The examples to be worked from first principles, and not merely by rules.
Outlines of Ancient History and of the History of India; two small Text-books prescribed.	Leading facts of the Histories of England and India. No Text-books.	Elementary History, including Greece, Rome, England, and India. No Text-books.
Outlines of General Geography.	General Geography, and Geography of India in particular.	Elementary Geography.
No Natural Philosophy.	No Natural Philosophy.	Elementary knowledge of— (*a*) The Mechanical Powers. (*b*) The laws of chemical combination, the chemistry of air and water, and the phenomena of combustion. (*c*) The Solar System.
Geometry—the first Four Books of Euclid, with easy deductions.	The first Three Books of Euclid.	First Four Books of Euclid, with deductions.
Algebra to Simple Equations.	Algebra to Simple Equations.	Algebra to Simple Equations.

6. From the above comparative table it will be seen that in the Calcutta and Madras Universities *books* are prescribed as subjects of examination in *languages*, whereas in the Bombay University a general idiomatic knowledge of English and of a second language is required. Any one, who is capable of judging, will see at once that this is indeed a very "material difference." A candidate who might pass the Calcutta or Madras matriculation standard in English, would require an additional year's preparation to pass the Bombay standard. Again, the difficulty of the Bombay matriculation test is enhanced by the addition of strict *viva voce* examinations, which enable the examiner to probe

probe the knowledge of the candidate, and to frustrate that pretence of knowledge which the Calcutta and Madras systems of local examination by papers only must, to some extent, tend to encourage.

7. Again, it will be observed, that, while the three universities are apparently equal in their *Geography* and *Algebra* tests for matriculation, the Bombay University requires more *Euclid* than Madras, more *Arithmetic* and more *History* than either Calcutta or Madras, and adds on one whole subject (*Elementary Natural Philosophy*), which neither of the other universities demands. On the whole, I think it may fairly be said that the matriculation standard of the Bombay University requires about one year's more preparation than would be required for a student to matriculate at Calcutta or Madras. I now proceed to compare the "First Examination in Arts" standard of the three universities.

(B.)—*First Examination in Arts.*

Calcutta.	Madras.	Bombay.
Local examinations by means of papers at 15 places besides Calcutta, for undergraduates of two years' standing.	Examinations held at Madras, and may be held at other places, for undergraduates of one year's standing.	Examinations at Bombay only, for undergraduates of two years' standing.
No oral examination.	No oral examination.	Oral examinations in Languages and Mathematics.
Four fixed subjects:—(1) Languages, (2) History, (3) Mathematics, pure and mixed, (4) Mental and Moral Philosophy.	Three fixed subjects:—(1) Languages, (2) History and Geography, (3) Arithmetic; *plus* one selected subject, either (*a*) Euclid, six books, and Algebra to Quadratic Equations, or (*b*) Whately's Logic.	Four fixed subjects:—Languages, History, Mathematics, Logic; *plus* one selected subject, either Butler's Sermons I., II., III., with Preface; or Analytical Geometry of the Right Line and Circle by Rectangular Co-ordinates; or Chemistry, Heat, and Electricity.
Languages must be English, and either Greek, Latin, Sanskrit, Hebrew, or Arabic. The number of books to be brought up is not definitely fixed, but the quantity appears in practice to be somewhat larger than what is prescribed in Bombay.	Languages must be English, and either Sanskrit, Greek, Latin, Hebrew, Arabic, Persian, Tamil, Telugu, Canarese, Malayalam, Singhalese, or Hindustani. Two books in each language.	Languages must be English, and either Sanskrit, Greek, Latin, Hebrew, or Arabic. Four books in each language.
History consists of History of England in a prescribed Text-book, namely, "The Student's Hume."	History of India to the Accession of Victoria. No Text-book.	Two definite periods, one in Ancient, and one in Modern History, to be notified beforehand; *e.g.*, for 1867:—(1) Grecian History to 431 B.C., (2) The Saracens from A.D. 632 to A.D. 705. No Text-books.
Mathematics, the same as the Bombay Standard, with the addition of Euclid, Book XI., Proposition 21, and Statics.	Arithmetic, the same as the Bombay Matriculation Standard. Euclid, Books I., II., III., IV., and VI.; and Algebra to Quadratic Equations; made alternative with Logic.	Mathematics—Arithmetic, with the nature and use of Logarithms; Algebra to Quadratic Equations; Euclid, Books I. to VI, with Deductions. Trigonometry—Solutions of Plane Triangles, and Expressions for the Area.
Mental and Moral Philosophy—Abercrombie on the Intellectual Powers, and on the Moral Feelings.	—	Logic (in any ordinary Compendium).

9. In surveying the above table, we see that the first examination in arts in the Madras University is for undergraduates of one year's standing. It requires no classical language, and only two books in English. It requires only four

four subjects to be taken up, and gives an option betwen Euclid with Algebra, and Whately's Logic. It is altogether a lower kind of test than the first arts examination in the other two universities, and is scarcely, if at all, higher than the Bombay Matriculation Standard.

10. In comparing the Calcutta and Bombay standards in the above table, we find—

(*a*). That the Calcutta Mathematical Standard is higher by the addition of Statics, and Euclid XI., Propositions 1—21.

(*b*). That this addition is balanced by the addition of an extra subject at Bombay, *either* Butler's Sermons, analytical geometry, *or* chemistry, heat, and electricity.

(*c*). That the *History* standard at Bombay, consisting of two periods without text-books, is probably more difficult, and encourages a better form of study than the Calcutta standard, which merely prescribes "The Student's Hume."

(*d*). That the subject of logic in an ordinary compendium, with easy questions in logical analysis, is probably as hard, and more improving than those very *feminine* treatises on psychology and morals by Dr. Abercrombie, prescribed by the Calcutta University.

(*e*). That the amount of English books required at Calcutta is slightly larger* than at Bombay.

(*f*). But that the difference in quantity is probably balanced by the greater accuracy of knowledge which the *vivâ voce* examinations in the Bombay University call out.

(C.)—*Examination for B.A. Degree.*

Calcutta.	Madras.	Bombay.
Examinations held in Calcutta for Undergraduates of four years' standing.	Examinations held in Madras for Undergraduates of three years' standing.	Examinations held in Bombay for Undergraduates of three years' standing.
Examination by papers only, no oral examination.	Examinations by papers, with oral examination in Languages only.	Examinations by papers, with oral examinations besides in all subjects except ordinary mathematics.
Four fixed subjects:—(1) Languages, *i. e.*, English and one Classical Language, (2) History, (3) Mathematics, (4) Mental and Moral Philosophy, and the Elements of Logic.	Four fixed subjects:—(1) Languages, *i. e.*, English, one Classical or Vernacular Language, (2) History, (3) Mathematics, (4) Moral Philosophy.	Two fixed subjects:—(1) Languages, *i. e.*, English and one Classical Language, (2) Mathematics and Natural Philosophy.
One selected subject, either Mathematics, pure and mixed; or Elements of Inorganic Chemistry and of Electricity; or Geology and Physical Geography.	One selected subject, either (*a*) Natural Philosophy; or (*b*) Physical Science; or (*c*) Logic and Mental Philosophy.	Three subjects selected from the following: A. History. B. Logic and Moral Philosophy. C. Political Economy. D. Dynamics and Hydrostatics. E. Optics and Astronomy. F. Analytical Geometry of Two Dimensions. G. Chemistry, Heat, and Electricity. H. Physiology, Vegetable and Animal.

* The Calcutta English Books for 1868 are: Thomson, Castle of Indolence; Addison, The Campaign; Tickell, Elegy on Addison; Cowper, Table Talk; Robertson, History of America, Book I.; Paley, Reasons for Contentment; Helps, Extracts from Friends in Council. The Bombay Books are: Johnson, Lives of Swift and Pope; Sir Walter Scott's Ivanhoe; Milton's Paradise Lost, Book III; Cooper, Retirement.

CALCUTTA.

In Languages the following Books are prescribed for 1868;

English.

Shakspeare.—King Lear.
Scott.—Lady of the Lake.
Dryden.—Art of Poetry.
Gibbon.—Life of Rienzi.
Campbell.—Philosophy of Rhetoric, Book II., Chapters 5—7.
Bacon.—Essays.

Latin.

Virgil.—Georgics, Book I.
Juvenal.—Satires, 3, 7, 8, 10, 14.
Tacitus.—Annals, Book II.
Cicero.—De Naturâ Deorum.

Sanskrit.

Sisupálavadha, First five Chapters.
Bhatti Kavya, ditto - ditto.
Kavya prakáasa.—10 Ullasa or Chapter.

Greek.

Sophocles.—Ajax.
Herodotus.—Book II.

History.

Prescribed Text-book, namely, Elphinstone's History of India, Macfarlane's British India, or Marshman's, Vol. II.
Schmitz's Histories of Greece and Rome.
History of the Jews, in Taylor's Manual of Ancient History.

Mathematics.

Includes Mechanics, Hydrostatics, Hydraulics, Pneumatics, and Descriptive Astronomy.

Mental and Moral Philosophy.

Payne's Elements of Mental Philosophy.
Wayland's Moral Philosophy.
Whately's Elements of Logic.

Voluntary Mathematics.

Conic Sections treated Geometrically (same as included in Bombay Necessary Mathematics), and Optics, Elements of Inorganic Chemistry and of Electricity, apparently about the same as Bombay corresponding subject G.

MADRAS.

Books prescribed for 1868 are—

English.

Shakspeare.—King Lear.
Milton.—L'Allegro and Il Penseroso.
Byron.—The Corsair.
De Quincey.—Confessions of an English Opium Eater.
Helps.—Essays written in the intervals of Business.
Bacon.—Advancement of Learning, Book I.

Latin.

Horace.—Epistles, and Ars Poetica.
Livy.—Books XXI. and XXII.
Cicero.—Pro Lege Manilia.
Pro L. Murenâ.

Sanskrit.

Kirátar juniya.
Viracháritra.

Greek.

Æschylus.—Prometheus.
Homer.—Odyssey, Book I.
Thucydides.—Book III.

History.

(1). The History of England to the Accession of Victoria. (No Text-book).
(2). A selected Period, with Text-book prescribed (*e. g.* Guizot's Civilization of Europe).

Mathematics.

Algebra, Geometry, and Plane Trigonometry.

Moral Philosophy.

Whewell's Elements of Morality.

Logic and Mental Philosophy.

Thomson's Laws of Thought.
Payne's Mental Philosophy.

Natural Philosophy.

Includes Statics and Dynamics.
Hydrostatics and Pneumatics.
Astronomy popularly treated.

Physical Science.

The Elements of Chemistry.
Animal Physiology.
Physical Geography.

BOMBAY.

Books prescribed for 1868 are—

English.

Shakspeare.—King Lear.
Wordsworth.—Prelude.
Bacon.—Essays.
Arnold.—Lectures on Modern History.

Latin.

Horace.—Odes, Books I. and II.
Virgil.—Georgics, III. and IV.
Livy.—Book III.
Cicero.—De Finibus.

Sanskrit.

Harsha.—Ratnávali.
Valmika.—Rámáyana Ayodhya Khánda.
Harsha.—Naishadíya Tarkasangraha.

Greek.

Sophocles.—Œdipus Rex.
Homer.—Iliad, Book I.
Xenophon.—Anabasis, Book I.
Herodotus.—Book II.

History.

(*a*). England in the 16th, 17th, and 18th Centuries.
(*b*). Ancient History, including Greece, from Invasion of Darius to Death of Alexander, and Rome from the Gallic Invasion to Death of Augustus; and also one of the following:
(*c*). India, Mahomedan Period; and History of the Marathas.
(*d*). The History of the Jews from the First King to taking of Jerusalem by Titus. (No Text-books).

Mathematics.

The same as the Calcutta Standard for F. E. A., with the addition of Conic Sections treated Geometrically.

Logic and Moral Philosophy.

Whately's Logic.
Thomson's Outlines of the Laws of Thought.
Mill's Logic, Books I. and II.
Butler's Analogy, Part I., and Sermons, entire.

D. *Dynamics and Hydrostatics.*

Same as included in Calcutta Necessary Mathematics.
E. Optics (same as in Calcutta Voluntary Mathematics), and Astronomy (same as in Calcutta Necessary Mathematics).
F. Analytical Geometry of two Dimensions (reserved in Calcutta for M. A. Examination).
G. Chemistry, Heat, and Electricity.

12. A comparative survey of the above table fails to show at first sight that "wider range of subjects" in which, according to Mr. Monteath's informant (paragraph 48), "the graduate at Calcutta is examined." In each university five different subjects are required to be taken up; and though at Bombay there are three subjects left to the selection of the candidate, while at Calcutta and Madras respectiuely only one subject is so left, yet still it will be found that whatever subjects a Bombay candidate may select, his range of study will correspond very closely with that of a Calcutta graduate. Thus, if a Bombay student selects A, B, and C (history, logic, and moral philosophy, and political economy) as his optional subjects, he will have nominally the same subjects as a Calcutta candidate, except that he will have political economy to set against *either* (*a*) voluntary mathematics, *or* (*b*) elements of inorganic chemistry, *or* (*c*) geology and physical geography. And political economy may safely be said to be as hard as either of the two last-named subjects.

13. The difference then, if any, between the B.A. degree standards of the two universities, must consist, not in the range of subjects viewed numerically, but in the particular standard adopted for each subject individually. Looking at this then, I should say that the Calcutta standard for necessary *mathematics* is higher than that in Bombay; that the English books prescribed at Bombay are decidedly harder, and that the *language* standard altogether (as being accompanied by an oral examination) is more strict with us; that the Bombay *history* standard implies and actually produces a knowledge of much deeper and more scientific books than Schmitz's Greece and Rome, Macfarlane's British India, and Taylor's Manual of Ancient History; and that the Bombay standard for *logic and moral philosophy* is very decidedly superior to the Calcutta standard for *mental and moral philosophy*. The Calcutta graduate then, especially if he takes up voluntary mathematics as his selected subject, will undoubtedly be a better mathematician than the Bombay graduate who has taken up history, logic, and political economy, but he will be inferior to him in historical and philosophical, and, perhaps, scholarlike, culture. If, however, the Bombay candidate takes up D, E, and F (dynamics and hydrostatics, optics and astronomy, and analytical geometry of two dimensions), he will have exceeded the whole range of mathematical study embraced in the Calcutta B.A. standard, though he will have done so by the sacrifice of *history* and *logic*.

14. It appears, then, that there is no ground for claiming a general superiority for the four years' course of Calcutta over the three years' course of Bombay, though there is for asserting the superiority of the Calcutta four years' course over the Madras three years' course. For, in fact, the Madras B.A. standard is of a lower calibre altogether, chiefly in this, that it does not require the knowledge of a classical language.

(D.)—*Examination for M.A. Degree or Honours in Arts.*

Calcutta.	Madras.	Bombay.
There are five branches, in any one of which an examination for M.A. Degree, or Honours in Arts, may be passed:— (1) Languages. (2) History. (3) Mental and Moral Philosophy. (4) Mathematics, pure and mixed. (5) Natural and Physical Science. (Number of papers not prescribed. It seems the practice to set about six in each branch).	Four branches:— (1) Languages. (2) Mathematics. (3) Natural Sciences. (4) History and Philosophy. (Twelve papers are prescribed in each branch).	Four branches:— (1) Languages. (2) History and Philosophy. (3) Mathematics and Natural Philosophy. (4) Natural Sciences. (Six papers are prescribed in each branch).

CALCUTTA.	MADRAS.	BOMBAY.
(1) *Languages.*	(1) *Languages.*	(1) *Languages.*
One language only, either Latin, Greek, Arabic, Hebrew, or English (for those whose vernacular language is not English). Selections are prescribed, which comprise specimens of the leading writers of the several languages above mentioned. Some knowledge of Comparative Grammar is required.	Two languages, namely, English, and either Sanskrit, Arabic, Greek, or Latin. Selections prescribed, comprising less exhaustive specimens than those in the Calcutta list. An oral examination is required.	Two languages, namely, English, and either Latin, Greek, Sanskrit, Arabic, or Hebrew. Four books, two prose and two poetry, are prescribed in each language. The English books invariably include Chaucer's Canterbury Pilgrims, and three Plays of Shakespeare. The Sanskrit books always include portions of the Rigveda. Original prose and verse composition in English is required, as well as translation from and into the classical language.
(2) *History.*	(2) *History and Philosophy.*	(2) *History and Philosophy.*
A stated period, *e.g.*, Europe during the 16th century. Books to be consulted are specified. A knowledge of the constitutional history of England and of Guizot's History of Modern Civilisation is required; also of Political Economy, and Taylor's Historical Evidence.	The following text-books are prescribed:— Mill's Logic. Schmidt's Greek History. Liddell's Roman History. Hallam's Middle Ages, chapters II., III., IX. Aristotle's Ethics (translation). Mackintosh's Dissertation on Ethical Philosophy. Mill's Political Economy. Adam Smith's Wealth of Nations.	A selected period, *e.g.*, Europe in the 16th century, including Constitutional Law, Literature, Manners, Political Geography, and Ethnology. Politics as a Science, including Political Economy. Logic, including the Philosophy of the Inductive Sciences. The History of Greek Philosophy. The History of Modern Philosophy, from Charlemagne to the end of the 18th century. No text-books prescribed. In lieu of the History of Greek and of Modern Philosophy, candidates are allowed to bring up— (*a*) Historical or External Evidences of Christianity. (*b*) Moral or Internal Evidences of Christianity.
(3) *Mental and Moral Philosophy.*		
Comprises— Logic, Mental Philosophy, Moral Philosophy, Natural Theology; and either (*a*) History of Philosophy, or (*b*) Elements of Jurisprudence, or (*c*) Evidences of Revealed Religion (no text-books).		
(4) *Mathematics, Pure and Mixed.*	(3) *Mathematics.*	(3) *Mathematics and Natural Philosophy.*
Algebra, including the Theory of Equations. Analytical Geometry (Plane and Solid) Differential and Integral Calculus. Spherical Trigonometry. Statics. Dynamics. Hydrostatics, Hydraulics, and Pneumatics. Optics. Astronomy.	Algebra, with Theory of Equations. Analytical Trigonometry. Co-ordinate Geometry of two and three Dimensions. Differential and Integral Calculus, with Differential Equations. Statics, Hydrostatics, and Dynamics. Geometrical Optics. Spherical Trigonometry and Plane Astronomy; Newton's Principia, sections 1, 2, 3, 9 and 11. The Lunar Theory.	Euclid and Geometrical Conic Sections. Algebra and Trigonometry. Newton's Principia, book I., sections 1–3, and Astronomy. Analytical Geometry and Differential and Integral Calculus. Statics and Dynamics. Hydrostatics and Optics.
(5) *Natural and Physical Sciences.*	(4) *Natural Sciences.*	(4) *Natural Sciences.*
Chemistry (Organic and Inorganic) Electricity. Also one of the following:— (*a*) Botany, Zoology, and Comparative Physiology. (*b*) Geology, Mineralogy, and Physical Geography.	Zoology and Animal Physiology. Botany and Vegetable Physiology. Geology and Mineralogy. Chemistry. Electricity and Magnetism.	Either— (*a*) Zoology, Comparative Anatomy, and Physiology. Botany and Vegetable Physiology. Geology. Or, (*b*) Light, Heat, and Electricity. Chemistry, Inorganic and Organic. Meteorology and Physical Geography.

16. In comparing the above standards for M.A. Degree, or Honours in Arts, as laid down by the three universities, it must be said, generally speaking, that the Madras standards are the highest of the three. Their *Natural Sciences* branch combines subjects which the other Universities offer as alternatives. Their *Mathematical* standard appears most highly set. Their *Languages* branch contains one language more than the Calcutta standard, and a greater quantity of books than the Bombay standard. And it must especially be observed, that the Madras University prescribes twelve papers in each branch, while the other universities require only six. This makes a material difference in the difficulty of the examination. In the *History and Philosophy* branch alone, the Madras standard descends below the other universities. The Madras rules prescribe such poor Texts as Schmidt's Greek and Liddell's Roman History, and *three Chapters* of Hallam's Middle Ages. In this there is nothing scientific or worthy of an M.A. Degree. Whether, however, the Madras standards for this Degree be high or low, it remains an unfortunate fact that, up to the present time, not a single student appears to have passed the examination or obtained the Degree.

17. Comparing now the Calcutta standards for M.A. Degree with those of Bombay, we find—(*a*) That the Calcutta standard for *Natural and Physical Sciences* comprises certainly more than the corresponding branch in the Bombay University. (*b*) That the *Mathematical* standard at Calcutta is slightly, though not much, higher than that at Bombay. (*c*) That the *Languages* standard at Calcutta is very greatly inferior to the Bombay standard, inasmuch as at Calcutta only one language (which may be English) is required, instead of English *plus* a classical language as with us. The list of books in English for this examination, given in the Calcutta Calendar, looks formidable, but many of the specimens which it includes are short pieces; and there can be no question, that a student who has passed ten years of his life in the study of English would find it easier to bring up this list than to prepare for the Bombay examination, *e.g.*, in Chaucer's Canterbury Pilgrims (entire), three Plays of Shakespeare, Milton's Areopagitica, and Dugald Stewart's "Lives," *plus* a knowledge of Rigveda, Mandalus III. and IV., Bhagavadgita, Vedantasutra III. and IV., and Nayakusumanjali, with a scholarlike capacity of writing both in English and Sanskrit; or else, *plus* six books of the Annals of Tacitus, three of Cicero's Epistles, a Play of Terence, and half Juvenal, with a capacity of writing fair Latin prose. The list of Sanskrit books in the Calcutta standard (as an alternative for English) appears long, but several of them are taken up at Bombay in the lower examinations; and competent authorities inform me that the Sanskrit standard for M.A. at Bombay, which has to be taken up *plus* English, is on the whole more difficult than the Sanskrit standard at Calcutta, which is taken up separately. It may be concluded, then, that the *Languages* standard at Bombay for M.A. Degree is nearly twice as hard as that at Calcutta. It is observable that in Bombay several candidates have passed in English-Latin, as well as in English-Sanskrit, whereas not a single student appears to have passed in Latin at Calcutta for this Degree. (*d*) We find that the branch of *History and Philosophy* in the Bombay University includes fully as much as the two alternative branches of *History* and *Mental and Moral Philosophy* in the Calcutta University would include, if taken together. The student, then, who obtains his M.A. in *History* or in *Mental and Moral Philosophy* at Calcutta, obtains it on twice as easy terms as would be allowed him at Bombay.

18. In short, it is most plain that the assertions which have led me to the above lengthy comparison, are very far from being correct: namely, that "there does not appear to be any material difference between the standards for matriculation at the three Indian universities; and that there is a difference in the standards of examination for Degrees at the three Presidencies," corresponding to the difference between a period of four years' study (at Calcutta) and a period of three years' study (at Madras or Bombay). I have shown clearly, in the first place, that the Bombay standard for Matriculation is "materially" high erand stricter than than the Matriculation standards of either of the two other universities; and, in the second place, that there is no general superiority (corresponding to a year's extra study) in the Calcutta Degree standards over those prescribed at Bombay.

19. The

19. The leading fact which, I think, discloses itself in comparing the Universities of Calcutta and Bombay, and which is very interesting, is that there is a difference of kind between these two universities, corresponding to the difference between Cambridge and Oxford. The Calcutta University has been, I believe, chiefly moulded by Cambridge men, and the Bombay University has certainly taken its direction from a preponderance of Oxford men among its founders. The result of this difference of direction has been (amongst other things) to give a preponderance to mathematical and physical studies in Calcutta, and to historical and philosophical studies in Bombay. The effect of the different spirit of the two universities upon the mind of Eastern and Western India will remain to be seen in the future; but, as yet, I am humbly of opinion that neither university has any very great cause for self-gratulation. We are both, it seems to me, in complete infancy, and have much in our development that requires careful attention.

20. Before leaving this subject, there are only one or two characteristics in the practical working of the Bombay University, which I would wish to call attention to:—1st. I think our system of oral examinations in all subjects, from Matriculation to B.A. Degree, very valuable and important. Our comparatively small area of extent enables us to require all candidates (even for matriculation) to come to Bombay for examination, and this gives us a great advantage. 2nd. Our strictness in refusing to recognise (or affiliate) institutions not teaching up to the highest university standard (which contrasts widely with the practice of the other universities), is based on the feeling that a candidate for our degrees would not receive the full benefits of university training, unless the full period of his university course were spent under the influences of some institution which was, as far as possible, collegiate and academical in character. We wish our graduates not only to pass our examinations, but also to bear a certain stamp derived from their place of study. 3rd. In connection with the above, and as part of academical discipline, we have instituted "University Terms," to keep which the student must, after matriculation, attend an exact number of days, and not a nomimal period (such as "a year" or "two years") at a recognised college. This rule has been found to work well. Of neither of the above-mentioned features of our system has mention been made in Mr. Monteath's "Note."

21. Turning now from Mr. Monteath's remarks on the Indian Universities, I will beg to call attention to the general *résumé*, in which he aims at giving "a brief outline of the main features of educational operations in the different Provinces of India." Nothing, I submit, could be more meagre, superficial, or misrepresentative, than the "brief outline" of educational operations in the Bombay Presidency given in paragraphs 16–19 of the "Note," which are quoted below for reference.* Mr. Monteath, throughout these paragraphs, mixes

* 16. In Bombay, education of the higher classes was, until recently, in a very unsatisfactory state. The Elphinstone and Poona Colleges had been publicly condemned by the Government Examiners of 1855-56, and though they were shortly after subjected to a thorough reform, the work of renovation was slow; and it is only within the last few years these institutions have really deserved the name of college. The Government higher class schools, now nine in number, may be said to have had an equally recent origin.

17. But perhaps the greatest difficulty hitherto experienced in the Bombay educational operations has been the provision of the elementary education for the agricultural and labouring classes. The steps taken prior to 1854 consisted in the establishment of a limited number of vernacular schools, maintained and managed solely by Government, in the most promising localities. This was supplemented after 1854 by the introduction of what was called, the "partially self-supporting system." The establishment of schools, entirely at the cost of Government, was too expensive to admit of much extension, and the condition of partial self-support opened the way for a time to an enlargement of the field of operations at a comparatively small increase of cost. Under this system more than 200 schools were opened in two years; but its effects soon began to appear. It was easy for a zealous educational officer to induce village communities to consent to contribute towards the establishment and maintenance of such schools, but it was difficult to keep up an interest in them, and impossible to enforce payment of contributions when the interest had vanished.

18. The partially self-supporting system was therefore gradually dropped; enhanced fee rates being made, wherever possible, to take the place of the reluctantly paid popular subscription. By a redistribution of education expenditure, provision was made in 1859 for a considerable extension of operations, and the Bombay authorities began about the same time to look about for fresh sources of local income. In 1862 an enactment was passed, one object of which was to legalise the appropriation of municipal funds to the support of schools; and in 1864 the Bombay Government took the very important step of levying an extra land assessment or education cess. The number of vernacular schools of the lower class maintained by Government now amounts to 1,108, of which nearly 200 were established during the last year (1865-66) from the proceeds of the education cess.

19. Although, therefore, elementary education in Bombay may not as yet have attained any very marked development, there is every prospect of progress in future years.

mixes up the present and past state of things in such a way as to suggest an unduly disparaging notion of the education in this Presidency. Of our colleges he merely records the historical fact, that twelve years ago they were thought to require reform, and were reformed accordingly, and of our high schools he only says that they are of recent origin. Of middle class education he says nothing, and of elementary education he says that it "may not as yet have attained any very marked development," coupling this supposition with an incorrect statement about the "Education Cess," to the effect that out of the proceeds of this cess, *Government maintains* nearly 200 vernacular schools.

22. All this, I submit, looks like the writing of a person who is unacquainted with his subject, and therefore unable to give definite information. Had Mr. Monteath, before publishing what he has done, referred to me for confirmation or correction, I should probably have suggested to him the following points as constituting the salient characteristics of educational operations in Bombay:—

(*a.*) Bombay is the Presidency in which more, proportionately, has been done for education by direct Government agency, and less by private exertion and liberality, than in the other Presidencies and Provinces. This is owing chiefly to the numerical weakness of missionary bodies in the west of India. The large amount of private money which, during the last half century, has been expended on education in Bengal, is out of all comparison to the analogous private expenditure in Bombay.

(*b.*) Bombay is the Presidency in which organisation of the Educational Department, though begun late, has been most carried out. This is shown in the introduction of regular standards of examination, under which all pupils, both in Governmental and aided institutions, are tested and returned; also, by the application of the same scale of standards to the classification of schools, no boy being allowed to enter a high school till he has passed a certain examination in English and vernacular, and no boy being allowed to enter an Anglo-vernacular school till he has passed under a certain vernacular standard.

(*c.*) Bombay is distinguished for its vernacular schools. I believe that our "superior vernacular schools" excel those of the same class elsewhere in India. This statement might, however, be tested by a comparison of our vernacular standards with the kind of teaching elsewhere practised. The Government vernacular schools are more numerous in this Presidency, and a larger proportion of the Imperial grant has been expended on them, than elsewhere.

(*d.*) The introduction of the local cess in Bombay appears to have solved the question, how to get at the "masses," *i.e.*, the agricultural population of India. On this point, I beg to refer to paragraphs 40 and 41 of my annual report for 1865-66, and to paragraph 26 of my report for 1866-67 (which has appeared since the publication of the "Note"). It would have been an interesting question, and well worthy of discussion, had Mr. Monteath, after obtaining sufficient information about the Bombay local cess, set himself to compare it with the "Hulkabundee system." I believe that the Bombay system is the more popular and efficient, though its character appears always to have been misapprehended by the Government of India.

(*e.*) Bombay is the Presidency in which the bold experiment has been introduced of assigning grants to private institutions on the system of payment for results. Our rules differ from the English "Revised Code," in that we undertake to deal with higher, as well as primary instruction. The attempt is, I submit, of such an interesting and important character, that greater attention should have been paid to it in a "Note on the State of Education."

(*f.*) The Book Department in Bombay stands distinguished from that in all other Presidencies by the greater amount of its sales. As shown (though not remarked on) by Mr. Monteath in paragraphs 341–358, the Bombay Book Department in 1865-66 sold books to the value of 1,15,714 rupees, being more than double the sale effected by the same Department in any other Presidency.

(*g.*) The operation of the "Fund for the Encouragement of Literature" in this Presidency might have been, but was not, noticed by Mr. Monteath.

23. When I read what Mr. Monteath had written of education in this Presidency, I could not help being reminded of a remark submitted by me in forwarding

forwarding my special Report of Education for the year 1863-64, which was as follows:—

"I am humbly of opinion that no verdict of comparison should be passed on this and the other similar reports, without further reference to the several Directors of Public Instruction. They should in the first place be applied to for additional information where wanted; and secondly, I submit that they should have an opportunity of seeing and remarking upon the 'General Report,' to be tranmitted to England, while it is yet in draft."

The present "Note" having been drawn up, apparently hastily, without any such reference to local sources of information, has been sent to England, and is liable to create to some extent a false impression of the subject of which it treats; and, still more, it is liable to create a flat impression, no central point of view having been taken, facts not having been scrutinised with penetration, and *quality* of education being apparently disregarded. I have been myself unable to gather from it real information about the state of education in Bengal and other Provinces, and any inquirer about the progress made in this Presidency would, I think, be either misled or disappointed.

24. I do not wish to deny the great difficulty of drawing up such a "Note" as that undertaken by Mr. Monteath, where many different systems have to be compared by a writer who knows only one. But what I would wish humbly to suggest to Government is, that in order to make such "Notes" more valuable in future, and to prevent them doing positive injustice and harm, they should be drawn up in a more thorough and less superficial way. The only method of attaining a trustworthy "General Report" of the kind, which occurs to me, would be to commission some officer to travel through India during the course of the year before writing, and by conference with local education authorities to obtain such an insight into the real state of things as might enable him to read with understanding the various reports and other documents which he would have afterwards to compare. I venture on this suggestion, because the Government of India has announced its intention of ordering a "Note on the State of Education" to be annually prepared. And *that* Government evidently already regards Mr. Monteath's "Note" as a standard of reference in considering educational questions.

25. In the above remarks, I have endeavoured not merely to complain of Mr. Monteath, but at the same time to furnish some useful information as to the real character of the three Indian universities and of the Bombay educational system. It would be an endless task to go into all the questions which might be raised on Mr. Monteath's statements and remarks. I will conclude by offering some brief "Notes on the Note," which may possibly serve as suggestions to the writer of the next similar compilation:—

(*a.*) The terms used in paragraph 7, "great masses of the people," "labouring and agricultural classes," "lower strata of the people," &c.—are, as regards India, somewhat indefinite. The question should be looked at more in reference to *caste*. In almost all villages there are poor Brahmins, whose children attend the schools. In one sense these belong, in another they do not belong, to the "lower strata of the people." A discriminating return of the various castes under instruction in India would be most interesting.

(*b.*) In paragraph 10–12, the reader much feels the want of a definition of terms. What is meant exactly by "Zillah Schools," "Tehsilee Schools," and "Hulkabundee Schools?" Nothing but a statement of the standards of teaching in these schools will make their names intelligible, or render comparison between them and "High Schools," first, a second grade Anglo-vernacular school, and superior and inferior vernacular schools, possible.

(*c.*) Paragraph 15 suggests a comparison between the Godavery District rate system, where it is found "impossible" to get "qualified men to act as Commissioners for the assessment of the rate and the management of the schools," with the Bombay local cess system, which works with ease and efficiency.

(*d.*) Under paragraph 27, it would be interesting and most useful if the relation were pointed out of the Imperial assignment in each Province—1st, to local funds; 2nd, to Presidential revenues; 3rd, to population; 4th, to pupils under instruction.

(*e.*) The remarks in paragraph 28, on "Private Expenditure," are open to question. It is always the interest and tendency of private school managers to

state "private expenditure" at its highest, and probably a portion of it may not have been incurred for *secular* education. It is difficult to see why in India, any more than in England, private expenditure should form part of the State's returns.

(*f.*) In paragraph 64, "boarding houses," in connection with the colleges and schools of the North West Provinces are spoken of as "rather a novel feature in Indian educational institutions." They have, however, been introduced for many years in the Bombay Presidency, and work with great and increasing success.

(*g.*) In paragraph 82, the terms "lower class" and "middle class" are indefinite for want of a specification of standards. Even the terms "reading, writing, and simple arithmetic" are not precise enough. "Reading" may range from the "Primer" up to the "Sixth Reading Book," which contains lessons on science; "writing," from easy words up to good current writing; "arithmetic," from numeration upwards.

(*h.*) In paragraph 96, there appears to be some mistake, for schools are set down as higher class schools, in which the average fee per annum is stated as *Rs.* 1. 11.

(*i.*) In paragraph 137, I find mention of my proposal for the re-organisation of 19 middle class schools as adequate feeders to the high schools. I beg to refer the future compiler to paragraph 39 and 60 of my Annual Report for 1866-67, from which he will learn that the much required sanction of the Government of India for this measure had not, at the time of writing the Report, and, I may add, has not to this day, been received.

(*j.*) Paragraph 141 contains apparently a misapprehension of some sort, as the receipts of middle class schools over expenditure are given in my Report as 12,167 rupees for the entire Presidency, and not as 48,864 rupees. Mr. Monteath should, I submit, have referred to me for explanation of the "fact" which he supposed himself to have discovered, instead of publishing a paragraph implying blame on the subject.

(*k.*) Paragraph 139, speaks of the average cost of education in Bombay middle class schools as "high," on account of relatively high rates of pay prevailing, &c. It might also have been added that the cost *seemed* high for want of a proper standard of comparison. Bombay middle class *English* schools are evidently compared with middle class *vernacular* schools in Bengal.

(*l.*) The statements contained in paragraph 158 give no information, for want of the standard of "final examination" for gurus.

(*m.*) In paragraph 167 there are some remarks which are difficult to understand. What is meant by the "middle classes" in a native village?

(*n.*) In paragraph 180, the information given about indigenous schools in the North West Provinces is most loose. One only wonders how the Director of Public Instruction in those Provinces can descend to enter such schools in his Returns, merely because they are "visited from time to time by the Deputy Inspectors." If Government wished me to follow this example, I could swell my Returns to an almost indefinite extent.

(*o.*) Under paragraph 189, my remarks on local cess, showing its admirable working, would have been more appropriately quoted than in paragraph 140, where they were quoted by Mr. Monteath. Had I been referred to for information, I should have been able to inform Mr. Monteath that the difference between the receipts of local cess and the expenditure on lower class schools was to be accounted for by the large outlay made on village school buildings.

(*p.*) In paragraph 336, the reader is informed that "in the more recent operations of the Bombay Education Department, higher class Anglo-vernacular and English education has received its full share of attention."

To this remark, however, I would beg the future compiler to add, that the attention bestowed on higher class education has only as yet resulted in proposals which, unfortunately, have not met with the approval and sanction of the Government of India.

I have, &c.
(signed) *A. Grant*,
Director of Public Instruction.

NOTE ON THE STATE OF EDUCATION IN INDIA, 1865-66.

TABLE OF CONTENTS.

	Paragraphs
Introductory	1

SECTION I.

General Resumé of Educational Operations in the several Presidencies and Provinces	2 to 26

SECTION II.

General Financial Statistics	27 and 28

SECTION III.

UNIVERSITIES.

Preliminary Remarks	29 to 31
Calcutta University	32 to 36
Madras University	37 to 42
Bombay University	43 to 47
Concluding Remarks	48

SECTION IV.

COLLEGES FOR GENERAL EDUCATION.

General Remarks and Statistics	49 to 55
Colleges in Bengal	56 to 63
" North Western Provinces	64 to 66
" Punjab	67 and 68
" Madras	69 to 71
" Bombay	72 to 77

SECTION V.

SCHOOLS FOR GENERAL EDUCATION.

General Remarks and Statistics	78 to 84
Higher Class Schools:	
Bengal	85 to 90
North Western Provinces	91 to 94
Punjab	95 to 99
Madras	100 to 105
Bombay	106 to 112
Oude	113 to 118
Central Provinces	119 to 122
Mysore	123 to 125
British Burmah and the Berars	126
Middle Class Schools:	
Bengal	127
North Western Provinces	128 and 129
Punjab	130 to 133
Madras	134 and 135
Bombay	136 to 142
Oude	143 and 144
Central Provinces	145 to 147
Mysore	148
British Burmah	149
Berars	150
Lower Class Schools:	
General Remarks	151 and 152
Bengal	153 to 172
North Western Provinces	173 to 180
Punjab	181 to 183
Madras	184 to 187
Bombay	188 and 189
Oude	190 to 192
Central Provinces	193 and 194
Mysore	195
British Burmah	196 to 200
Berars	201
Female Schools:	
Bengal	202 to 207
North Western Provinces	208 to 210
Punjab	211 to 217
Madras	218
Bombay	219 and 220
Oude	221
Central Provinces	222 and 223
Mysore	224
British Burmah	225
Berars	226
Concluding Remarks respecting Classification of Pupils into Hindoos, Mahomedans, &c.	227 and 228

SECTION VI.

INSTITUTIONS FOR SPECIAL EDUCATION.

	Paragraphs
General Statistics	229 and 230
Institutions in Bengal	231 to 234
" North Western Provinces	235 to 237
" Punjab	238 to 241
" Madras	242 to 244
" Bombay	245 and 246
" Oude	247
" Central Provinces	248 and 249
" Mysore	250
" British Burmah	251 and 252

SECTION VII.

ORIENTAL CLASSICAL LANGUAGES AND ORIENTAL INSTITUTIONS.

General Remarks	253 to 259
Oriental Institutions in Bengal	260 to 278
" " North Western Provinces	279 to 282
" " Madras	283 to 286
" " Bombay	287 to 289
Movement towards encouragement of Oriental Literature in Lahore	290

SECTION VIII.

SCHOLARSHIPS.

General Remarks	291 and 292
Scholarships in Bengal	293 to 296
" North Western Provinces	297 and 298
" Punjab	299
" Madras	300 and 301
" Bombay	302 to 305
" Oude	306 and 307
" Central Provinces	308
" Mysore	309

SECTION IX.

EMPLOYMENT OF STUDENTS IN THE PUBLIC SERVICE.

General Remarks	310 to 314
Employment of Students in Bengal	315
" " North Western Provinces	316
" " Punjab	317
" " Madras	318
" " Bombay	319
" " Oude	320
" " Central Provinces	321
" " Mysore	322

SECTION X.

ENGLISH LANGUAGE IN INDIAN EDUCATION.

General Remarks	323
English Language, &c. in Bengal	324 to 328
" " North Western Provinces	329 and 330
" " Punjab	331 and 332
" " Madras	333 and 334
" " Bombay	335 to 337
" " Oude	338
" " Central Provinces	339
" " Mysore	340

SECTION XI.

BOOK DEPARTMENTS.

Book Departments in Bengal	342 and 343
" " North Western Provinces	344 and 345
" " Punjab	346 and 347
" " Madras	348 and 349
" " Bombay	350 and 351
" " Oude	352 and 353
" " Central Provinces	354 and 355
" " Mysore	356 and 357
" " British Burmah	358

SECTION XII. AND APPENDICES A. AND B.

GRANT-IN-AID RULES.

General Remarks	359. 367, 368, 369, and 376
Grant-in-Aid Rules:	
Bengal - App. A, p.	., 360. 371
North Western Provinces, App. A, p.	. 360
Punjab - App. A, p.	. 360
Madras - App. A, p.	., 362, 363. 372 and 373
Bombay - App. A, p.	., 364, 365. 374 and 375
Oude - App. A, p.	., 360
Central Provinces - App. A, p.	., 361, 376
British Burmah - App. A, p.	., 360
Special Rules for European and Eurasion Schools - App. B, p.	., 366. 377 and 378

NOTE ON THE STATE OF EDUCATION IN INDIA, 1865-66.

1. The object of this note is to collect, in a convenient form, information and statistics respecting the educational measures now in operation in India, both by the direct instrumentality of Government officers, and by private agency. The chief sources of information are the yearly education reports prepared in the several Presidencies and Provinces. The last reports relate to the year 1865-66, and hence the information and statistics given in this note relate also to that year. The fact that the statistical tables of the Bombay Education Report were not received till March 1867, will show how difficult it is to prepare a note of this kind, till after the lapse of a considerable time from the date to which the information refers. I have, of course, availed myself of more recent information in respect of important points where a reference to subsequent proceedings seemed desirable; but, speaking generally, the review of educational measures and institutions relates to the year 1865-66. The table of contents prefixed to this note gives a sufficient idea of the general scope of the review, and of the arrangement of subjects.

SECTION I.

General Resumé of Educational Operations in the several Presidencies and Provinces of India.

Bengal.
North-Western Provinces.
Punjab.
Madras.
Bombay.
Oude.
Central Provinces.
Mysore.

2. There were in 1865-66 altogether eight Presidencies and Provinces, as given on the margin, having organised Departments of Education, each superintended, in the manner contemplated by the Education Despatch of 1854, by a Director of Public Instruction and staff of inspectors. Steps have since been taken for organising similar Departments of Education in the Hyderabad Assigned Territories and in British Burmah.

3. Fuller information and statistics in respect of universities, colleges, and the several classes of schools in each Province will be given in the following sections of this note. My present object is to give in this section a brief outline of the main features of educational operations in the different Provinces of India.

4. Universities have been established in the three Presidency towns of Calcutta, Madras, and Bombay, respecting each of which separate particulars will be given hereafter. It is sufficient here to remark that the effect of these institutions on the more advanced grades of educational operations appears to have been beneficial in a very marked degree. Not very long ago the Director of Public Instruction in Bengal, writing of the Calcutta University, remarked that it had proved "a powerful and valuable stimulus to every college and school in the country." Similar testimony was borne to the Madras Institution by the head of the Education Department in that Presidency, who stated that "of all the measures which have been adopted of late for the spread, and especially for the elevation of education, it may be doubted if there be any that has proved more efficacious than its establishment;" and the general effect of the operation of the Bombay University was stated to have been "very marked indeed," both as supplying a "test which can be relied on," and as affording a "great stimulus to both schools and colleges;" and these opinions, expressed about two years ago, have been amply borne out by the continued and yearly increasing influence of the universities in the three Presidencies.

5. An examination of the figures given in the following sections respecting colleges and schools will show a great diversity in the channels in which education operations have been made to flow in the several Presidencies

and

and Provinces, and a few general remarks on this subject will not be out of place.

6. The Province of Bengal stands clearly foremost in respect of the higher classes of education. The main endeavours of the Education Department have been directed to this end. In Bengal are to be found the largest number and the best specimens of colleges and schools of the higher and middle classes, filled by pupils whose appreciation of the education received is attested by the comparatively large amount of the fees paid. In no other Province of India has education of a higher kind so great a money value as in Bengal. So far the Bengal system has prospered. The main channel chosen for directing its efforts has been education of the higher and middle classes, and in this respect it has unquestionably succeeded in a degree unequalled in any other part of India.

7. But at this point, *i. e.*, at the development of a good higher and middle class education, the Bengal operations might, until quite recently, have been said practically to terminate. The great masses of the people of Bengal, including the labouring and agricultural classes, were reported in 1863-64 to be "in reality scarcely touched as yet by our educational operations." "Various plans," as the Director of Public Instruction wrote in that year, "have been devised and tried for bringing school instruction to bear upon them (the lower orders of the people above referred to), but the result has almost uniformly been that the schools which have been organised or improved for their benefit have been at once taken possession of and monopolised by classes who stand higher in the social scale." The fact was, that up to that time no good plan for diffusing elementary instruction among the masses of the people had been devised. The efforts to improve the indigenous village schools of the country had failed; and the few schools established by Government as models, though affording a good vernacular education to a limited number of pupils of a higher social grade, seemed to have no effect whatever in raising the level of the indigenous schools below them. Even the establishment by Government of cheap elementary village schools, designed to supersede the indigenous schools, though succeeding in the North-Western Provinces, seemed to fail in Bengal in that part of the country (Behar) where it was tried. It was, perhaps, the apparent hopelessness of the attempt at popular education that gave such prominence, in the minds of the Bengal Educational authorities, to the theory that education must filter downwards, and that it was impossible to reach the lower strata of the people till after the upper strata had been operated on. This theory was frequently and very broadly stated, as will be seen from the following extract from a letter written by the Director in January 1865:—

> "I have only to reiterate here what I have had occasion to insist upon in several recent communications, that the liberal education of those classes of the community who, from their station in society, have the control of the education of the poorer classes, is still the most important object which can engage the attention of Government. The education of the lower orders of society should assuredly not be neglected; but it is a primary condition of the spread of education among all classes that full provision should *first* be made for the education of that class on which depends the education of all the rest."

8. But it may, I think, be reasonably doubted whether the theory of the downward filtration of education, however true as a general principle, will not be found wanting when applied to the lowest strata of the population; and it is certain at all events that by far the most successful results which have as yet appeared in any part of India in the education of those classes have been the fruits of efforts applied directly to the agricultural and labouring population independently of all other measures for promoting education of a higher order. It is satisfactory, therefore, to be able to state in respect of Bengal, that, within the last few years, a scheme has been set on foot which seems to give good promise of really influencing the education of the lower orders of the people. I refer to what is called the normal school system for training Gurus. Full information respecting this system will be given under the head of lower class schools in Section V.; and meantime I will only remark that the Guru students of the normal institutions are the nominees of the villagers, who bind themselves to receive them back as their Patshala teachers when qualified; the

Government, on the other hand, giving to every qualified teacher so employed a grant of five rupees per mensem towards his salary.

9. In the *North-Western Provinces* we find, so far as the direction of the main channel of educational operations is concerned, a marked contrast to Bengal.

10. Perhaps there is no one of the older Provinces in which the means of education of the higher and middle classes is more meagre than in the North-Western Provinces; and it is only quite recently that a proposal has been made by the Government of the North-Western Provinces, and sanctioned by the Government of India, which contemplates the establishment of 21 Zillah schools in the North-Western Provinces, in lieu of the two middle class institutions now on the list. Some of them will probably at once take rank as higher class institutions, educating up to the university entrance standard; and all of them will doubtless eventually come up to this standard. This is unquestionably a move in the right direction towards the supply of a very obvious want in the North-Western Provinces.

11. In those Provinces, however, we find that measures have for many years been in operation for the elementary education of the great masses of the people on a more extended scale, and with, perhaps, more successful results than in any other part of India. The education of the lower classes of the people is in fact the main channel in which educational operations in the North-Western Provinces have been made to flow.

12. It was about the year 1850 that Mr. Thomason set on foot organised efforts for improving the education of the lower classes of the people. These efforts were directed to the establishment, at the several Tehsil stations, of vernacular schools intended to serve as models for the improvement of the indigenous village schools, the inspection and encouragement of which by rewards, &c., were also provided for. A very considerable amount of success attended these efforts; and Mr. Thomason's Tehsilee schools still form an important feature of the school system in the North-Western Provinces. The improvement of the indigenous schools has, however, proved to be a matter of great difficulty, and more or less unsatisfactory in its results. The system is consequently being gradually superseded by the establishment of what are called Circuit or Hulkabundee schools, supported by the proceeds of an educational cess. This cess is a most important help to the Education Department. It forms a component part of all new settlements of the land revenue, so that ere long the Hulkabundee school system is expected to "cover the land." Even now, in districts where the cess does not form part of the existing settlement, arrangements are very generally made with the consent of the people for its payment.

13. In the *Punjab*, educational measures of an organised character were not set on foot till within a comparatively recent period; and the numerous educational institutions and operations, which now bear favourable comparison with those of some older Provinces, may be almost said to have sprung into existence within the last few years. Profiting by the experience of other Provinces, the Punjab authorities have authorised a system of education which avoids the defects observable in Bengal and the North-Western Provinces. The Punjab system aims at providing simultaneously for the higher class of education and for the elementary instruction of the mass of the people,—copying for the former object the admirable system and organisation of the Bengal Zillah schools, and for the latter object the system of Hulkabundee schools so successfully elaborated in the North-Western Provinces. A glance at the figures given in the following sections of this note (Sections IV. and V.) will show the creditable development which educational operations in the Punjab have already attained, not only by the direct instrumentality of Government, but also by private efforts.

14. In the *Madras* Presidency, we find a relatively fair number of higher and middle class schools.

15. But in respect of lower class schools, the Madras Presidency certainly appears to be behind hand. Nothing, or next to nothing, has ever been done in this direction by the direct instrumentality of Government; and hence, of

the

the total number of 842 schools of this class shown in the Madras returns, the great bulk (825) come under the head of private institutions. The Government has endeavoured, in various ways, to encourage this class of schools. Grants-in-aid have been given chiefly in the Tinnevelly district to missionary societies undertaking to supervise and maintain elementary schools; and this system, so far as it has extended, is stated to have worked satisfactorily. In a portion of the Godavery district a system of village schools, supported by an educational rate, founded on the supposed consent of the ratepayers, was commenced about 12 years ago, but the scheme wanted stability, and it was to provide for this that the Madras Education Act of 1863 was passed; the object of the law being "to provide for the maintenance of certain schools in the Delta Talooks of the Godavery district under the Presidency of Fort St. George, and to enable the inhabitants of any other town, village, or place in any district under the said Presidency to assess themselves for the establishment and maintenance of schools." The Act was not brought into operation in the Godavery district till July 1865; and the first reports of its working were not very favourable, the principal difficulty being the impossibility of getting qualified men to act as commissioners for the assessment of the rate and the management of the schools. The "rate schools," as they are called, are 79 in number; of which 72 are in the Godavery district, and seven in other districts. In 1864-65 there were 75, so that the extension of the system during 1865-66 consisted in an addition of only four schools. Hopes, however, appear to be entertained that this system of voluntary assessment for educational purposes will in the end work well. A third system has also recently been set on foot, chiefly in the Coimbatore and Nellore districts, the main object of which is the inspection, encouragement, and improvement of indigenous schools. Although this system has not worked satisfactorily in other Provinces, favourable mention of it is made in the Madras reports; and it may, perhaps, become an important means of showing the people the necessity and advantage of improving their schools, and thus paving the way for the introduction of a better class of institutions under the educational rate system.

16. In *Bombay*, education of the higher class was, until recently, in a very unsatisfactory state. The Elphinstone and Poona Colleges had been publicly condemned by the Government Examiners of 1855-56; and, though they were shortly after subjected to a thorough reform, the work of renovation was slow; and it is only within the last few years that these institutions have really deserved the name of college. The Government higher class schools, now nine in number, may be said to have had an equally recent origin.

17. But, perhaps, the greatest difficulty hitherto experienced in the Bombay educational operations has been the provision of elementary education for the agricultural and labouring classes. The steps taken prior to 1854 consisted in the establishment of a limited number of vernacular schools, maintained and managed solely by Government, in the most promising localities. This was supplemented after 1854 by the introduction of what was called, the "partially self-supporting system." The establishment of schools entirely at the cost of Government was too expensive to admit of much extension, and the condition of partial self-support opened the way for a time to an enlargement of the field of operations at a comparatively small increase of cost. Under this system more than 200 schools were opened in two years; but its defects soon began to appear. It was easy for a zealous educational officer to induce village communities to consent to contribute towards the establishment and maintenance of such schools; but it was difficult to keep up an interest in them, and impossible to enforce payment of contributions when the interest had vanished.

18. The partially self-supporting system was, therefore, gradually dropped; enhanced fee rates being made, wherever possible, to take the place of the reluctantly paid popular subscription. By a re-distribution of education expenditure, provision was made in 1859 for a considerable extension of operations, and the Bombay authorities began about the same time to look about for fresh sources of local income. In 1862 an enactment was passed, one object of which was to legalise the appropriation of municipal funds to the support of schools; and in 1864 the Bombay Government took the very important step of levying an extra land assessment or education cess. The number of vernacular schools of the lower class maintained by Government now amounts to

1,108, of which nearly 200 were established during the last year (1865-66) from the proceeds of the education cess.

19. Although, therefore, elementary education in Bombay may not as yet have attained any very marked development, there is every prospect of progress in future years.

20. Turning now to the smaller administrations, it may be remarked, as regards the Province of *Oude*, that, until within the last three years or so, there was no educational system at all. Grants-in-aid were given to some eight private schools, of which five were called Talookdaree schools owing to the partial support given to them by the Talookdars, and there were about 20 Tehsilee schools maintained by fees, contributions, and other local funds. The whole Government expenditure on education did not then exceed 12,000 rupees per annum.

21. In 1863-64 the sanction of Government was given to an organised system of educational operations in Oude, providing, besides direction and inspection, for the establishment of 10 Zillah schools and 34 Tehsil schools; with a liberal allowance for grants-in-aid, including one large grant of 25,000 rupees per annum for the Canning College,—an institution founded primarily on the support of the Oude Talookdars. The gradual re-settlement of the Oude districts, with provision for an educational cess, is also preparing the way for the establishment of village schools on the Hulkabundee system of the North-Western Provinces. The cess had, in 1865-66, been introduced fully only in one district (Oonao), and partially in seven other districts. In July 1865 the first set of village schools, 60 in number, were established in the Oonao district, and provided with teachers trained in a normal school established at Lucknow for the purpose. This work of training teachers for village schools is being pushed on vigorously, so as to have trained teachers ready for the village schools, which will, in due course, be opened in other districts.

22. Not long before the period of the educational movement in respect of Oude, above described, a systematic plan of operations had been set on foot, in the *Central Provinces*. Besides a controlling and inspecting staff of officers, provision was made for the maintenance of 10 Anglo-vernacular or Zillah schools, which will all be eventually assimilated, in respect of equipments and status, to the higher class Zillah schools of Bengal. Meantime only one of them is able to claim that rank. Vernacular education has received corresponding attention, 96 town schools and 646 village schools (on the Hulkabundee system) having already been established, and provision made by the establishment of six normal schools for the training of village school masters. An attempt has also been made in the Central Provinces to encourage indigenous village schools on the plan of payment by results under the grant-in-aid rules; but as yet only 25 schools have presented pupils for examination. A large number (656) of indigenous village schools, chiefly in the Sumbulpore district, have, however, been encouraged and improved by the interest taken in them by district officers, as well as by casual gifts in money or books for the masters or pupils.

23. The Education Department of *Mysore* was organised in 1857. There are now in the Province 10 higher class institutions (six Government and four private), 16 middle class schools (nine Government and seven private, and (what is a very small proportion) only 47 lower class schools (32 Government and 15 private). The progress made in the means of elementary education is certainly small for a Province which has had an organised Education Department for the last 10 years.

24. In *British Burmah*, although no organised Education Department had been established till towards the close of 1866, a not inconsiderable advance has been made in educational operations. There are three Government District Schools of the middle class, supplemented by a very satisfactory proportion of private institutions, numbering 28, under the grant-in-aid rules. These private institutions are chiefly supported by missionary bodies, to whose efforts the cause of education in British Burmah is much indebted. There are also 259 village schools supported by the same agency, to some of which Government grants-in-aid are given.

25. The

25. The Chief Commissioner of British Burmah regards the Buddhist monasteries, which are in fact the indigenous schools of the country, as a good groundwork for a future extension or improvement of the means of elementary vernacular education. The system of indigenous education in British Burmah, as carried on in these monasteries, will, the Chief Commissioner says, "bear comparison with any educational system existing in any other province under British rule." It is already widely diffused, giving, as stated by the Chief Commissioner, "a knowledge of reading and writing to three-fourths of the juvenile male population"; and the Chief Commissioner looks forward to the improvement of these schools mainly by inducing the monks to accept approved school books for the instruction of their pupils.

26. In the *Hyderabad Assigned Districts*, as already stated, steps have been taken for the organisation of a separate Education Department under a Director of Public Instruction; and the scheme in view contemplates the establishment of two high schools (one in each district), together with tehsil schools and village schools.

SECTION II.

General Financial Statistics.

27. The cost for 1865-66 of the establishments employed in the several Presidencies and Provinces for directing and superintending educational operations may be shown as follows, side by side with the cost for the same year of the instruction controlled by them:—

		Direction and Inspection.	Instruction, including all Educational Charges not coming under the Preceding Head.	Total.
		Rs.	*Rs.*	*Rs.*
Bengal	From Imperial Funds	2,32,131	11,48,345	13,80,476
	From Local Funds	- -	3,40,308	3,40,308
	Private Expenditure	- -	5,66,015	5,66,015
	Total	2,32,131	20,54,668	22,86,799
North Western Provinces	From Imperial Funds	1,81,460	6,03,228	7,84,688
	From Local Funds	- -	4,07,612	4,07,612
	Private Expenditure	- -	4,07,850	4,07,850
	Total	1,81,460	14,18,690	16,00,150
Punjab	From Imperial Funds	1,66,358	3,17,713	4,84,071
	From Local Funds	11,515	2,52,394	2,63,909
	Private Expenditure	- -	1,51,204	1,51,204
	Total	1,77,873	7,21,311	8,99,184
Madras	From Imperial Funds	1,23,952	4,96,717	6,20,669
	From Local Funds	- -	95,714	95,714
	Private Expenditure	- -	3,06,433	3,06,433
	Total	1,23,952	8,98,864	10,22,816

		Direction and Inspection.	Instruction, including all Educational Charges not coming under the Preceding Head.	Total.
		Rs.	*Rs.*	*Rs.*
Bombay	From Imperial Funds	1,64,965	7,05,102	8,70,067
	From Local Funds	5,938	8,38,294	8,44,232
	Private Expenditure			
	Total	1,70,903	15,43,396	17,14,299
Oude	From Imperial Funds	22,981	1,19,464	1,42,445
	From Local Funds	- -	35,667	35,667
	Private Expenditure	- -	36,130	36,130
	Total	22,981	1,91,261	2,14,242
Central Provinces	From Imperial Funds	58,884	76,579	1,35,463
	From Local Funds	300	1,69,447	1,69,747
	Private Expenditure	- -	32,856	32,856
	Total	59,184	2,78,882	3,38,066
Mysore	From Imperial Funds	26,582	85,439	1,12,021
	From Local Funds	—	—	—
	Private Expenditure	- -	29,492	29,492
	Total	26,582	1,14,931	1,41,513

I have not included in the above statement the province of British Burmah, or the Hyderabad Assigned Districts (Berars), because the Education Reports received from them do not give the required information. The Directors of Public Instruction recently appointed in those provinces will probably supply this deficiency in future.

28. It may be explained generally that the figures given under the head "Local Funds" represent money received and administered by Government officers or educational committees, but derived from local sources, such as education cesses, school fees, private endowments, subscriptions, &c. The figures given under the head of "Private Expenditure" may be said generally to represent the expenditure from private sources on private schools which are under the inspection of Government officers. The amount shown under this head must be more or less approximate, and probably considerably below the real amount; and there is, of course, a considerable amount of private expenditure on education which never comes under the cognisance of Government, as, for instance, expenditure on schools which are neither aided nor inspected by Government, and with the accounts of which the Government has nothing to do.

SECTION III.

Universities.

Universities.

29. The Despatch of 1854 conveyed the orders of the late Court of Directors in regard to the establishment of universities in India. An opinion was expressed that "the form of government and functions" of the London University might be advantageously followed in their general features. It was stated that the examinations for degrees should not include any subjects connected with religious belief, and that in regard to affiliation the same neutrality should be observed.

30. The

30. The standards for common degrees were to be fixed so as "to command respect without discouraging the efforts of deserving students," while in the competition for honours care was to be taken to "maintain such a standard as would afford a guarantee for high ability and valuable attainments." Under these instructions, universities have been established at Calcutta, Madras, and Bombay, incorporated by the Acts marginally indicated. Further powers for the appointment of new degrees by bye-laws, subject to the confirmation of the Governor General in Council in regard to Calcutta, and by the local Governments in regard to Bombay and Madras, were given to the senates by a subsequent Act XLVII. of 1860.

Act II. of 1857.—Calcutta.
Act XXII. of 1857.—Bombay.
Act XXVII. of 1857.—Madras.

31. While it has been a declared object to preserve a general harmony of constitution in these institutions, it has not been attempted to enforce a rigorous uniformity in matters in which local considerations, and the judgment of the local Governments, might beneficially have free scope. In the three universities, consequently, we find a general similarity of constitution, and a considerable diversity in minor details, and in a few not unimportant points. And although the form of government and regulations of the London University were, in the first instance, more or less exactly adopted, various modifications have from time to time been made to adapt them to the requirements of this country.

Calcutta University.

32. The Calcutta University provides for the grant of the following degrees and licenses:—

Arts	Bachelor of Arts (B. A.) Master of Arts (M. A.)
Law	Licentiate in Law (L. L.) Bachelor in Law (B. L.) Doctor in Law (D. L.)
Medicine	Licentiate in Medicine and Surgery (L. M. S.) Bachelor in Medicine (M. B.) Doctor in Medicine (M. D.)
Civil Engineering	Licentiate in Civil Engineering (L. C. E.) Bachelor in Civil Engineering (B. C. E.) Master in Civil Engineering (M. C. E.)

Besides the examinations for the above degrees, there are the "Entrance Examination" and the "First Examination in Arts" of a somewhat lower standard than the B. A. degree examination. There are also two examinations for the license in medicine and two for the degree of Bachelor in Medicine, the first being an intermediate, and the second a final examination. The "First Examination in Arts" was introduced in 1861, and holds an intermediate place between the entrance and B. A. examinations. The object was to encourage undergraduates to continue their studies beyond the entrance, and in this it has fully answered the expectations formed of its probable effect. In each of the professional faculties there are, as will be observed, two degrees and a license. This arrangement was introduced about three years ago. There had from the first been a licentiate degree in the faculty of medicine, and similar degrees were introduced in 1861 in the faculties of law and engineering; the intention being to enable undergraduates to obtain a professional qualification without graduating in arts. But these licentiate degrees were not popular either with the senate or the students, and hence it was that the present arrangement of two degrees and a license was introduced in each of the professional faculties.

33. Two important changes in the regulations as to arts were made in the year 1863-64. The first was the removal of the vernacular languages of India from the subjects of examination for the first examination in arts and the B. A. examination; the effect of this measure being to compel all candidates in arts to take up one of the following classical languages, viz., Latin, Greek, Sanscrit, Hebrew, or Arabic. The second was the re-distribution of the subjects of examination for the B. A. degree, by which "Physical Science" was removed from the list of necessary* subjects of examination, and in its place candidates were allowed to select one of the four following subjects:—(*a*) geometry and optics; (*b*) elements of inorganic chemistry and electricity; (*c*) elements of

* (1) Languages.
(2) History.
(3) Mathematics.
(4) Mental and Moral Science.

of zoology and comparative physiology; and (*d*) geology and physical geography.

34. The Registrar of the Calcutta University has kindly furnished me with the following memorandum on points connected with the more recent history of the university:—

Since 1864 no changes have been made in the standards of examination. In the regulations the form of certificate, which candidates for matriculation are required to produce, has been altered in such a manner as to require from head masters of schools an expression of opinion as to the fitness of a candidate to go up to the examination. This change was made for the purpose of imposing a check on the admission of candidates to the entrance examination who were not likely to pass. The new form of certificate was adopted for the first time at the last examination in 1866, and evidently operated to check the admission of ill-qualified candidates. A proposal will be submitted to the senate at the next annual meeting to introduce a similar change in the certificate of candidates coming up to the First Examination in Arts and the B. A. Examination. Besides checking the admission of candidates to the University Examinations, who are not, in the opinion of their tutors, likely to pass the restriction, it is thought, will act beneficially in preserving better discipline in affiliated colleges.

The university building is now in course of construction, and will be completed early in 1868.

No reply has been received from the Government of India to the letter from the University of 25th June 1862, regarding the establishment of scholarships and of a professorship of natural and experimental philosophy, nor have these questions again been discussed in the senate with a view to a further application to Government. The senate met in July 1866 to consider the best mode of appropriating Mr. Premchund Roychund's donation of two lakhs of rupees; and amongst other plans then considered, was one for applying the proceeds of this donation in founding University Scholarships of a similar nature to those the senate recommended the Government to establish in 1862. A proposal to devote the proceeds of the donation to the endowment of a Professorship of Mathematical and Physical Science was also considered at the same time. Both proposals were however rejected, and the following plan was adopted:—

1. Five studentships, to be named after the donor, of 2,000 rupees a year each, to be founded and maintained by the interest of the two lakhs of rupees and its accumulations during the next five years.

2. Any M. A. of this university to be eligible for one of these studentships during eight years from the time that he passed the entrance examination.

3. Such studentship to be tenable for five years, and one election to be made annually after examination.

4. Candidates to give notice of intention to appear six months before the examination, and to select not more than five of the following subjects, each to receive a maximum of 1,000 marks:—

1. English.
2. Latin.
3. Greek.
4. Sanscrit.
5. Arabic.
6. History of Greece, Rome, England, and India; and a general view of the History of Modern Europe from Guizot, Hallam, &c., to include Political Economy.
7. Moral Sciences, viz., Ethics, Mental Philosophy, and Logic.
8. Pure Mathematics.
9. Mixed Mathematics.
10. Physical Science.

5.—The names of the students to be printed in the Calendar after the fellows, and after them the names of ex-students.

The first examination for the award of a Premchund Roychund studentship will be held in the spring of 1868.

The Maharajah of Vizianagram, in a letter to the Government of Bengal, dated 31st March 1865, expressed a desire to found a university scholarship of 50 rupees a month, for the purpose of encouraging a liberal education in literature and science; and his Highness requested that the scholarship might be designated the "Maharajah of Vizianagram Scholarship," and awarded to the first graduate in the B. A. list of the year (being a native of India), on condition of his prosecuting a further course of study in an affiliated college for the attainment of the degree of M. A. His Highness further directed that application should be made to Rajah Sutt Churn Ghosal, of Bhookoylas, for the annual payment on account of this scholarship, until such time as it might be convenient for his Highness to invest an amount in Government securities which would produce an annual income of 600 rupees. This scholarship has been awarded in accordance with the wishes of the founder during the last

two

two years; but, pending the receipt of the Government securities, the endowment has not been recorded in the University Calendar.

The committee of the Duff Memorial Fund, at a meeting on the 22nd February 1866, recommended to the subscribers, that the funds at their disposal (about 20,000 rupees) should be invested in Government securities, and transferred to the University, for the purpose of founding four scholarships, each of 15 rupees a month, tenable for one year, to be awarded upon certain conditions, to students after passing the first examination in arts. The subscribers, at a meeting on 6th April 1866, approved of the committee's proposal; and the Senate, at a meeting on 21st July following, accepted this benefaction from the subscribers to the fund. The four scholarships have been awarded upon the result of the last examination in December.

35. Within the last year an important alteration was made in the rules for affiliation; formerly, institutions could be affiliated in arts only "for the B. A. degree," *i. e.* only if they provided the means of education up to the standard of that degree. Institutions can now be affiliated in arts without the above-mentioned limitation; and under this alteration of the rule, the Anglo-Persian Department of the Calcutta Madrissa has quite recently been affiliated in arts, as educating up to the standard of the "First Examination in Arts."

The following list of institutions affiliated to the Calcutta University is taken from the Calendar for 1866-67:—

Government Institutions.

1. Presidency College,	Calcutta	Bengal.
2. Medical "	"	Bengal.
3. Sanscrit "	"	Bengal.
4. Hooghly "	Hooghly	Bengal.
5. Dacca "	Dacca	Bengal.
6. Kishnaghur "	Kishnaghur	Bengal.
7. Berhampore "	Berhampore	Bengal.
8. Patna "	Patna	Bengal.
9. Agra College,	Agra	North-Western Provinces.
10. Benares "	Benares	North-Western Provinces.
11. Bareilly "	Bareilly	North-Western Provinces.
12. Ajmere School,	Ajmere	North-Western Provinces.
13. Saugor School,	Saugor	Central Provinces.
14. Queen's College,	Colombo	Ceylon.

Private Institutions.

15. Bishop's College, Calcutta	Bengal.
16. Doveton " "	Bengal.
17. St. Paul's School, "	Bengal.
18. Free Church Institution, Calcutta	Bengal.
19. La Martiniere College, "	Bengal.
20. London Missionary Society's Institution, Bhowanipore, Calcutta	Bengal.
21. St. Xavier's College, "	Bengal.
22. General Assembly's Institution, Calcutta	Bengal.
23. Cathedral Mission College, Calcutta	Bengal.
24. Serampore College, Calcutta	Bengal.
25. St. John's College, Agra	North-Western Provinces.
26. Joynarain's " Benares	North-Western Provinces.
27. Thomason Civil Engineering College, Roorkee	North-Western Provinces.
28. Lahore Mission School, Lahore	Punjab.
29. St. Thomas's College, Colombo	Ceylon.

36. The statistical results of the Calcutta University examinations are interesting, as showing the rapid development of the influence of the University on educational progress. The following figures represent these results in a brief form:—

NUMBER of CANDIDATES at Calcutta University Examinations, and the Number Passed in each Year since 1857.

YEARS.	Entrance.		First Examination in Arts.		Bachelor of Arts.		Master of Arts.		License in Law.		Bachelor in Law.		License in Medicine and Surgery.				Bachelor in Medicine.				Doctor of Medicine.		License in Civil Engineering	
													First Examination.		Second Examination.		First Examination.		Second Examination.					
	Number of Candidates.	Number Passed.	Number of Candidates.	Number passed.	Number of Candidates.	Number Passed.	Number of Candidates.	Number Passed.	Number of Candidates.	Number Passed.	Number of Candidates.	Number Passed.	Number of Candidates.	Number Passed.	Number of Candidates.	Number Passed.	Number of Candidates.	Number Passed.	Number of Candidates.	Number Passed.	Number of Candidates.	Number Passed.	Number of Candidates.	Number Passed.
1857	244	162	–	–	–	–	–	–	–	–	–	–	12	12	–	–	–	–	–	–	–	–	–	–
1858	464	111	–	–	13	2	–	–	–	–	19	11	40	24	–	–	–	–	–	–	–	–	–	–
1859	1,411	583	–	–	20	10	–	–	–	–	20	3	31	12	–	–	–	–	–	–	–	–	–	–
1860	808	415	–	–	65	13	–	–	–	–	22	10	31	13	–	–	–	–	–	–	–	–	–	–
1861	1,058	477	163	97	39	15	1	–	7	2	17	14	16	7	20	14	–	–	–	–	–	–	10	6
1862	1,114	417	220	99	34	24	3	–	16	8	13	13	33	18	17	7	–	–	–	–	1	1	18	14
1863	1,307	690	272	149	35	25	7	6	19	9	15	9	35	16	19	14	–	–	–	–	2	2	–	–
1864	1,396	702	321	151	66	30	8	3	1	1	22	19	42	22	25	11	–	–	–	–	2	–	10	5
1865	1,500	510	446	202	82	45	15	11	7	5	17	17	34	14	20	18	2	2	–	–	1	1	5	2
1866	1,350	638	426	131	122	79	18	15	17	13	22	11	35	10	26	20	5	5	–	–	–	–	9	–
TOTAL	10,652	4,705	1,845	829	476	243	52	35	67	38	167	107	309	148	127	84	7	7	–	–	6	4	52	27

37. The Madras University provides for the grant of the following degrees, viz :—

Arts - - -	Bachelor of Arts, (B. A.) Master of Arts, (M. A.)
Law - - -	Bachelor of Laws, (B. L.) Master of Laws, (M. L.)
Medicine - -	Bachelor of Medicine and Master in Surgery, (B. M. and C. M.) Doctor of Medicine, (M. D.)
Civil Engineering -	Bachelor of Civil Engineering, (B. C. E.)

Besides the examinations for the above degrees, there are the "Matriculation Examination" and the "First Examination in Arts;" the latter being, as in the Calcutta University, intermediate between the matriculation and B. A. examinations. For the degree of "B. M. and C. M." there is a "Preliminary Scientific Examination" and a "First Examination," both of which must be passed before the final or "Second Examination." For the degree of M. D. there is no examination in respect of candidates producing a certificate of having been engaged two years in the practice of their profession subsequent to having taken the degree of "B. M. and C. M.;" other candidates on producing diplomas of the Madras Medical College, and certificates of having been engaged for five years in the practice of their profession, are allowed to present themselves for examination.

38. The Madras University regulations in respect of examinations have, like those of the Calcutta University, undergone considerable modification since the establishment of the university. It would be tedious and out of place in a note of this kind to attempt to enumerate the various alterations made. The principal changes up to 1863-64 were briefly indicated by the Director of Public Instruction in his report for that year in the following terms, viz. :—

(1).—The range of history, in the matriculation and Bachelor of Arts examinations, has been considerably reduced.

(2).—An examination called the first in arts has been interposed between the matriculation and the Bachelor of Arts examinations; and in this test, arithmetic and Indian history are finally disposed of, so as to allow of the examination in the higher subjects for the Bachelor of Arts degree being made of a more searching character.

(3).—For the M. A. degree in languages it is now prescribed that English shall be brought up by every candidate, whereas originally a student was permitted to offer himself for examination in Latin and Greek to the exclusion of English. According to the plan first laid down, history, with scarcely anything beside a certain amount of political economy, formed a distinct branch in which the degree of M. A. could be obtained. The revised regulations have thrown out the historical branch *per se*, and associate history with the subjects in another branch.

(4).—The distinction originally drawn, in some cases, between ordinary and honour degrees of the same name has been done away with, and a higher degree has been made to correspond with a more extensive range of attainments. Also, instead of placing passed candidates in any class in alphabetical order, as was done at first, they are now ranked in order of merit, as determined by the aggregate marks obtained in the examination.

(5).—The standard of the examinations in law has been raised; and the subjects of examination, which were originally laid down in a vague and unsatisfactory manner, have been distinctly specified. In the room, too, of the degree of Bachelor of Law with honours, a new degree of Master of Law has been instituted, upon the principle mentioned just above.

(6).—At the establishment of the university, two degrees were provided in civil engineering, viz., those of graduate and master. The designation of the lower has been changed from graduate to bachelor; and the higher degree has been placed in abeyance for a time. Also the range of subjects for the lower test has been reduced, language and history no longer entering the examination, which is confined to branches of knowledge immediately connected with the profession of a civil engineer.

The alterations since that time have had for their object—

(7).—Raising the number of marks assigned to English in the first arts examination and in the B. A. examination.

(8.)—Raising

(8).—Raising the number of marks assigned to hydraulics in the examination for the degree of B. C. E.,—the object being to give greater prominence to this important branch in the studies of those qualifying themselves as engineers.

(9).—The institution of three examinations instead of two for the degree of "B. M. and C. M."

39. The Madras University calendar for 1865-66 contains the following list of affiliated institutions, viz. :—

"*Institutions Affiliated to the University of Madras.*

"Church Mission Society's Native English School, Palamcottah.
"Church Mission Society's College, Cottayam.
"Church Mission Society's Institution, Cotta, near Colombo.
"Church Mission Society's High School, Jaffna.
"Free Church Mission Institution, Madras.
"Government Normal School, Madras.
"Grammar School, Ootacamund.
"High School, Bangalore.
"London Mission Institution, Madras.
"London Mission Institution, Bangalore.
"London Mission Theological Seminary, Bangalore.
"Medical College, } Madras.
"Presidency College, }
"Provincial School, Kumbhakónam.
"Provincial School, Bellary.
"Provincial School, Calicut.
"Wesleyan Anglo-Vernacular Institution, Madras.
"Wesleyan Native Educational Institution, Bangalore.
"Wesleyan Central School, Jaffna."

40. The following remarks made by the Director of Public Instruction, Madras, in his annual report of 1863-64, may be quoted in connection with the above list :—

Affiliation of little consequence as regards the University of Madras.

"It is necessary here to observe that whether a school is, or is not, affiliated is a matter of little importance in the Madras Presidency, as students are now admitted to a university examination without being compelled to produce certificates from affiliated institutions. Many schools which send up candidates to the university examinations are not affiliated, while some of those which are affiliated have sent up few or no candidates. Moreover, the privilege of affiliation has been given to schools on their affording evidence, not of possessing means of educating up to the B. A. standard, but of being capable of sending up qualified candidates to the matriculation examination."

41. The following statement contains statistics of the Madras University examinations, prepared in a form similar to that already given for the Calcutta University :—

STATEMENT of Results of Madras University Examinations from 1857 to 1866.

YEARS.	Number of Candidates Examined.	Matriculation Examination. Passed.	Number of Candidates Examined	First Arts Examination. Passed.	Number of Candidates Examined.	Bachelor of Arts Examination. Passed.	Number of Candidates Examined.	Bachelor of Civil Engineering Examination. Passed.	Number of Candidates Examined.	Bachelor of Laws Examination. Passed.	REMARKS.
1857-58 Sept. 1857	41	36	–	No Examination.	–	No Examination.	–	No Examination.	–	No Examination.	Beside the results tabulated in the statement, a candidate obtained the degree of M. D. in 1858-59, being the only one who has as yet taken a degree in medicine. Two other candidates have passed preliminary examinations in medicine.
1857-58 Feb. 1858	79	18	–	„	2	2	–	„	–	„	
1858-59	57	30	–	„	9	8	–	„	–	„	
1859-60	52	23	–	„	10	5	–	„	4	1	
1860-61	80	48	–	„	10	6	–	„	5	3	
1861-62	195	82	–	„	6	5	–	„	5	4	
1862-63	252	105	–	„	12	8	–	„	4	2	
1863-64	390	143	8	23	21	11	6	1	10	2	
1864-65	565	223	167	50	29	11	5	4	3	2	
1865-66	555	229	214	76	8	6	–	–	2	2	
TOTAL	2,266	937	463	149	107	60	11	5	33	16	

42. So far as the professional faculties are concerned, these statistics do not show any marked development of the university operations; but, as regards the Faculty of Arts, there is very decided evidence of the growing influence of the Institution. It is true that the statistics of the B. A. examination for the last year 1865-66 show a great falling off as compared with the preceding years; but this is accounted for by the circumstance that the year 1865-66 was the first in which a rule requiring candidates for that degree to have passed the first Arts Examination came into operation. The results of the Matriculation Examination deserve especial attention. This examination, although the lowest in the scale of university examinations, is by no means the least important: It may almost be said to be the most important, for, as remarked by the Director of Public Instruction in his Report of 1863-64, it affords "leverage immediately operative in raising the whole of what may be termed middle class education."

Bombay University.

43. The Bombay University provides for the grant of the following degrees and license :—

Arts - -	- Bachelor of Arts, (B. A.) Master of Arts, (M. A.)
Law - -	- Bachelor of Laws, (B. L.)
Medicine -	- Licentiate of Medicine, (L. M.) Doctor of Medicine, (M. D.)
Civil Engineering	- Master of Civil Engineering, (M. C. E.)

Besides the examinations for the above mentioned degrees, there is the "Matriculation Examination," and also, as in the Calcutta and Madras Universities, a "First Examination in Arts" holding an intermediate place between the Matriculation and B. A. degrees. There are two examinations for the degree of L. M., no candidate being eligible for the second or final examination until two years after he has passed the first.

44. The following Statement gives for the Bombay University statistics of a kind similar to those already given for the Calcutta and Madras Universities :—

Entrance Examination.		First Arts Examination.		B. A. Examination.		M. A. Examination.		L. M. (final) Examination.	
	Number of Candidates.	Passed.	Number of Candidates.	Passed.	Number of Candidates.	Passed.	Number of Candidates.	Passed.	Number of Candidates.	Passed.
1859	126	22								
1860	42	14								
1861	86	39								
1862	134	30	-	-	6	4	-	-	7	4
1862-63	143	56	(Not given)	15	6	3	-	-	3	3
1863-64	143	56	(Not given)	16	15	8	(Not given)	2	3	3
1864-65	(not given)	109	(Not given)	15	(Not given)	12	(Not given)	2	(Not given)	5

45. It will be observed, that the only examinations held for professional degrees have been in the faculty of medicine for the degree of L. M. And even in the faculty of arts the results exhibited are but small when compared with those of the Madras and Calcutta Universities. But, nevertheless, there is a decided tendency to improvement; and it may be expected that the great attention recently given in Bombay to the development of high school and college education will have a marked effect on the university statistics.

46. The

46. The following institutions are shown in the Bombay Calendar of 1865-66 as affiliated to the university, viz. :—

Elphinstone College	Bombay.
Poona College	Poona.
Free General Assembly's Institution	Bombay.
Government Law School	Bombay.
Grant Medical College	Bombay.

It is a small list, and all of the institutions but one are in Bombay itself.

47. An encouraging feature in the history of the Bombay University is the magnificence of the contributions which private liberality has placed at its disposal.

In the year 1862-63 the sum of 20,000 rupees was presented by Munguldass Nathoobhoy, Esquire, for the foundation of a travelling fellowship.

In 1863-64 the donations received and offered amounted to no less than 4,71,200 rupees; the principal items in the long list being—(1) a donation of 1,75,000 rupees from 18 gentlemen towards founding a fellowship in memory of the late Earl Canning; (2) a donation of 1,00,000 rupees from Cowasjee Jehangeer Ready Money, Esquire, for the erection of university buildings; (3) a like donation of 1,00,000 rupees from Sorabjee Pestonjee Framjee, Esquire, towards founding a fellowship; (4) a donation of 75,000 rupees towards the establishment of a professorship of Economic Science.

In 1864-65, besides a donation of 1,200 rupees for providing university mace, there were two munificent donations from Premchund Roychund; the *first*, 2,00,000 rupees, towards the erection of a university library; and the *second*, 2,00,000 rupees, for the erection of a tower to contain a large clock and a set of joy-bells.

Concluding Remarks respecting the three Universities.

48. Having given above detailed information and statistics respecting each of the three Indian universities, I may here introduce the following remarks, furnished to me by the Registrar of the Calcutta University, in reply to a question of mine as to whether there was any material difference in the standards for examination in the different institutions :—

> "There does not appear to be any material difference in the standards for *Matriculation* at the three Indian universities.
>
> "At the Universities of Bombay and Madras, however, a candidate may appear at the B. A. examination after a period of *three* years' study at an affiliated college, whilst in the University of Calcutta a period of *four* years' study is required. It might be expected that there would be a corresponding difference in the standards of examination for degrees at the three Presidencies, and such in fact there appears to be. Both at Bombay and Madras the practice of allowing an undergraduate to exercise an option in the subjects he will take up is permitted to a greater extent than at Calcutta; and, whilst the graduate is examined in a wider range of subjects, it does not seem, from a comparison of the examination papers of the three universities, that the knowledge of individual subjects exacted from a graduate of this university is more superficial than at the sister universities of Bombay and Madras."

SECTION IV.

Colleges for General Education.

49. As will be gathered from the heading of this section, it is proposed to deal only with colleges for general education, leaving professional colleges, as well as professional departments of colleges, to be treated of under the subsequent head of "Institutions for Special Education."

50. It may be well also to note that the remarks and statistics here submitted relate only to institutions which are either under Government management, or subject to the inspection of Government officers. There are some affiliated institutions (principally in Bengal and Madras) which are neither aided by Government, nor subject to the inspection of Government officers; but the local education reports contain no information respecting them, and it would obviously be impossible at present to get from the managers of such

institutions the statistics necessary for incorporation in the statements now given.

51. The following statement gives a comparative view of the statistics of college education in the several Presidencies and Provinces :—

STATEMENT containing Statistics regarding Colleges for General Education for the year 1865-66.

	Bengal.		North Western Provinces.		Punjab.		Madras.		Bombay.	
	Government Institutions.	Private Institutions.	Government Institutions.	Private Institutions.	Government Institutions.	Private Institutions.	Government Institutions.	Private Institutions.	Government Institutions.	Private Institutions.
Number of Colleges	7	5	3	4	2	1	1	1	2	none.
Number of pupils attending them — Number on rolls	753	339*	190	*	36	15	82	*	167	
Number of pupils attending them — Average attendance	723	315	159	*	29	12	62	*	143	
	Rs.	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	
Expenditure — From Government (Imperial Funds)	1,27,673	19,374	64,579	*	33,824	447	36,888	*	74,945	
Expenditure — From private or local sources	76,417	57,855	9,101	*	1,420	3,753	3,118	*	33,201	
Expenditure — TOTAL	2,04,090	77,229	73,680	*	35,244	4,200	40,006	*	1,08,146	
Annual cost of educating each pupil — Cost to Government	176	61	406	*	1,166	37	558	*	524	
Annual cost of educating each pupil — Total cost	282	245	485	*	1,215	350	607	*	756	

* *Note.*—The four private colleges in the North Western Provinces and the one institution of this class in Madras are also collegiate schools, and the statistics given in the local education reports do not distinguish between the college and school branches. It would serve no good purpose to enter in this statement the combined statistics, and the columns have, therefore, been left blank.

52. The following statement contains a classification of the pupils attending the colleges :—

CLASSIFIED STATEMENT of Pupils attending the Colleges for General Education in 1865-66.

		Hindoos.	Mahomedans.	Others.	Total.
Bengal	Government Institutions	727	14	8	*749
	Private „	294	13	32	339
North Western Provinces	Government Institutions	†169	†19	†2	190
	Private „	‡	‡	‡	‡
Punjab	Government Institutions	29	4	3	36
	Private „	10	3	2	15
Madras	Government Institutions	73	—	9	82
	Private „	‡	‡	‡	‡
Bombay	Government Institutions	124	4	39	167
	Private „	—	—	—	—
Total	Government Institutions	1,122	41	61	1,224
	Private „	304	16	34	354
	GRAND TOTAL	1,426	57	95	1,578

* Exclusive of four out students in Patna College.
† Given approximately in the same proportion as for the college and school departments combined.
‡ Separate statistics for the college department not available.

53. In the Government institutions the annual cost of educating each pupil is, as will be observed, by far the greatest in the Punjab, where it amounts to no less than 1,215 rupees. The Punjab colleges were only recently formed, and the small number of pupils as yet attending them gives rise to this result. It

It may be that the establishment of two expensively equipped colleges in the Punjab (at Lahore and Delhi) was a little in advance of the actual and immediate requirements of that province in respect of college education; but the various zillah schools of the Punjab, which are yearly improving in status, will doubtless ere long provide a supply of students more commensurate with the cost of the college establishments maintained for their education, and thus bring the present excessive expense of educating college pupils in the Punjab nearer to the level of other provinces.

54. The division of pupils into "Hindoos," "Mahomedans" and "Others" shows, as might be expected, the very large predominance of the Hindoo element among the students. Apart altogether from the relative proportion of Hindoos among the upper and middle classes of the population of the country, it is unquestionable that the Hindoos, as a race, take more readily to our system of education. Of the whole number of Hindoos and Mahomedans attending colleges, only 3¼ per cent. are Mahomedans.

55. I now proceed to offer a few remarks respecting the colleges of each Presidency and Province.

Bengal.

56. The institutions of this class in Bengal are given in detail on the margin. The Presidency College was established in 1855 on the basis of the old Hindoo College. A full account of the history of the Hindoo College, the destruction of its exclusive character, and its incorporation in the plan for the foundation of the Presidency College, as well as a sketch of the scheme on which the latter was founded, will be found in No. XIV. of the Selections from the Records of the Bengal Government. The main features of the reorganisation consisted in the establishment of chairs for moral and mental philosophy and logic, for natural philosophy and astronomy, for natural history and geology, which did not exist in the old Hindoo College; and also in the establishment on a defined footing of a separate department for the study of law. In 1864-65 a third department of civil engineering was added to the college, consequent upon the abolition of the separate Civil Engineering College. The professional departments will, however, be separately treated of under the head of "Institutions for Special Education."

	Government Institutions.	*Date of Foundation.*
1.	Presidency College, Calcutta	1855
2.	Dacca College, Dacca	1841
3.	Berhampore College, Berhampore	1853
4.	Kishnaghur College, Kishnaghur	1846
5.	Patna College, Patna	1862
6.	Sanscrit College, Calcutta	1836
7.	Hooghly College, Hooghly	1824
	Private Institutions.	
1.	Cathedral Mission College, Calcutta	1865
2.	Doveton College, Calcutta	1855
3.	Free Church Institution, Calcutta	1830
4.	General Assembly's Institution, Calcutta	1830
5.	St. Xavier's College, Calcutta	1860

57. The Presidency College (general department) is conducted by a principal and six professors, aided by five assistant professors. The following brief account of the institution is taken from the Bengal Education Report of 1863-64:— Presidency College.

> "The course of study for under-graduate students extends over four years, and a fifth-year class is also maintained, consisting of graduates who are preparing to present themselves at the examination for university honours, or for the M.A. degree. The college possesses an endowment fund, partly derived from subscriptions raised to commemorate the services rendered to education by Baboo Dwarkanath Tagore, Sir Edward Ryan, and Mr. Bird, and partly from sums contributed by the native community for the maintenance of the old Hindoo College. These funds yield a yearly income of 4,132 rupees, which is devoted to the establishment of 10 graduate scholarships, tenable for one year. The holders, who must be Bachelors of Arts, are required to attend the college regularly, and to prepare themselves for the examination for university honours in any branch they may select."

The large attendance (monthly average 301) at this college, the high fee rate (10 rupees per mensem, about to be increased to 12 rupees), yielding an income of 32,000 rupees per annum, and the great prominence which the institution has in all the university lists, indicate the position which it has attained, and mark it out as a most encouraging proof of the stimulus which of late years has been given to education in the metropolis. It is true that since 1864, the number of pupils has decreased from 367 to 310, but this is due to the

the large extension of the means of college education which has recently taken place in various other colleges both in Calcutta and in the Mofussil; and it is no subject, therefore, for regret. The classes are now stated to be as full as is consistent with a proper attention on the part of the professors to the studies of their pupils.

Dacca College.

58. The next college on the Bengal list is the Dacca Institution. The Dacca College has long held the position of the best Mofussil College in Bengal, but until within the last few years the upper classes existed in little more than the name; the few students in them being almost without exception scholarship-holders. But of late the Dacca College has improved in this respect. In 1865–66 this college furnished two successful candidates for the degree of M.A., four for the degree of B.A., and 22 for the First Arts Examination.

Berhampore and Kishnaghur Colleges.

59. The next two colleges on the list are those at Berhampore and Kishnaghur. It was only recently that the staff of these colleges was raised so as to enable them to educate up to the B.A. degree; 3rd and 4th year classes being opened for this purpose in 1865–66. Both of these colleges have greatly extended their usefulness within the last few years, the aggregate number of pupils having risen from 64 in 1862 to 148 in 1866.

Patna College.

60. The next college (Patna) was opened in 1862 for the purpose chiefly of affording the means of a good education to the Mahomedan population of Patna and its neighbourhood. There are only as yet 20 students in the college (distributed among three classes), and most of them are scholarship-holders. The Patna College is, of course, chiefly dependent for its students on the pupils of the surrounding zillah schools who pass the entrance examination; and it will, perhaps, take some time before the advantages of a college education come to be appreciated in that part of the country in the same degree as in some other parts of Bengal.

Oriental Colleges.

61. The next two colleges are those called the Sanscrit and Hooghly Colleges; they are the remains of what were once purely Oriental seminaries, and I have thought it best to reserve an account of them for a separate section (VII.) of this note.

Private Colleges.

62. The next five institutions on the Bengal list are private colleges aided by Government. The Cathedral Mission College was established in 1865 in connection with the Church Missionary Society, and is supported mainly by the Cathedral Church Mission Fund made over to the Church Missionary Society in 1857 by the late Bishop Wilson, by whom the fund was originated. The institution educates up to the B.A. standard. The Doveton College was established in 1855, when a legacy of 2,30,000 rupees was left by Captain Doveton to the parental academy, with which the college in question is connected. This college, and the Free Church of Scotland Institution, founded in 1830 by Dr. Duff, rank clearly first in the list of private aided colleges in Bengal, as is evidenced by their success in the university examinations. The two remaining institutions (General Assembly's Institution and St. Xavier's College) make but little figure in the university returns.

63. The following returns of the university examinations in the faculty of arts, in respect of Bengal students, may appropriately be introduced here as affording some means of judging the relative position of Government and private colleges:—

	First Arts Examination 1865–66.	Passed B.A. Examination 1865–66.	M.A. Examination 1865–66.
From Government Colleges - -	130	56	13
From Private Colleges (aided) -	32	15	1
Ditto - ditto (unaided) -	3	—	—
Schoolmasters - - - - -	13	4	1

North-Western Provinces.

64. The colleges in the North-Western Provinces are given on the margin. There is another Government institution in the North-Western Provinces, viz., the Ajmere Collegiate School, which has been affiliated to the Calcutta University, but which is not shown by the director of public instruction in the list of colleges. Probably the institution does not practically train undergraduate students to the extent that would warrant its being placed in the list. The main point of interest in connection with the three Government colleges is the establishment within the last few years of boarding-houses, in connection with them and the attached schools. These boarding-houses constitute rather a novel feature in Indian Educational Institutions, and they are stated to have worked extremely well. The primary object in view was to encourage the attendance at these central institutions of youths from other parts of the country, and the object has been fully attained. The boarding-houses have, for the most part, as many inmates as they can contain; and the teachers have found that the boarders are their best pupils. The pupils have been encouraged, with success, to take an interest in gardening and other useful employments out of school hours, as well as in athletic sports and English games. Full accounts of these boarding-houses will be found in the education reports of the North-Western Provinces for the last three years.

Government.	*Date of Foundation.*
1. Agra College	1823
2. Bareilly College	1837
3. Benares College	1792
Private.	
1. St. John's College (Church of England Mission), Agra	1850
2. Joy Narain's College, Benares	1853
3. St. Peter's College, Agra.	
4. Victoria College, Agra.	

65. Of the private colleges in the North-Western Provinces, St. John's College, Agra, was established in 1850 in connection with the Church Missionary Society at Agra; the large and handsome Gothic building in which the classes are now held being completed in 1850. Joy Narain's College at Benares was founded as a School in 1818 by Rajah Joy Narain Ghosal Bahadoor, in gratitude for his recovery from a protracted illness. It was raised to the status of a college in 1853.

66. The colleges of the North-Western Provinces do not as yet make much show in the University returns, but considerable improvement is observable, as will be seen from the following figures:—

	1863.	1864.	1865.
First Arts Examination	4	5	9
B. L. Examination	1	2	3

Punjab.

67. In the Punjab there are three colleges, as noted in the margin, all of which were, established in 1864. The short experience of the two Government colleges has not been of the most encouraging kind. It has been found difficult to get students, and still more difficult to keep them, so much so that the necessity of paying all, or nearly all, of them for their attendance, under the name of scholarships, was seriously pressed upon the consideration of Government. As already pointed out, the calculated cost of educating pupils in the Government colleges of the Punjab (viz., 1,215 rupees for each pupil per annum) is enormously high; but, as the pupils increase in numbers, the average cost of each will, of course, be less. And there seems to be ground for expecting that the numbers will increase,* for not only are the Punjab zillah schools (the natural feeders of the colleges) improving, but in the new rules for the examination of candidates, for tehsildarships and other appointments due weight has been accorded to success in the University Examinations. For the present, however, it is difficult to deny that the expense of the two Government colleges in the Punjab is disproportionate to the results obtained.

Government.	*Date of Foundation.*
Lahore College	1864
Delhi College	1864
Private.	
Lahore Mission College	1864

68. The

* There was in 1865-66 an average attendance of only eight Students in the Lahore College, and 21 in the Delhi College.

68. The single private college in the Punjab was engrafted, in 1864, on the Lahore Mission School,—an institution founded in 1849, soon after the annexation of the Punjab, by the American presbyterian mission. The college department, although yet in its infancy, appears to give good promise of success. The students are not very numerous; only 15, with an average attendance of 12; but this is considerably more than are to be found in the Government college at the same place (Lahore), which has only 12 students, with an average attendance of eight. It is to be noted also that in 1865-66, the first year in which any Punjab candidates presented themselves for the First Arts Examination, half (five) of the successful students, including the only one classed in the 1st division, belonged to this private college, the other half coming from the two Government colleges at Lahore and Delhi.

Madras.

69. The two colleges in Madras are the Presidency College (Government), and the Doveton Protestant College (Private). The Madras Presidency College assumed that name in 1855, having been previously known as the Madras University. It is only within the last few years that it has really deserved the name of college, but the results of each year have testified to its improving condition. The number of students, which for 1862-63 was only 47, has steadily increased to 81 for 1865-66; and more than half of the last-mentioned number came from other districts of the Presidency, which shows that the growing appreciation of college education is not confined to the Presidency town. The following statistics of the University show the position held by the Madras Presidency College relatively to other Institutions:—

Government.
Presidency College - - 1841

Private.
Doveton Presidency College 1855

	Presidency College.	Other Government Institutions.	Private Institutions.
Passed in First Arts Examination in 1865-66 - - - - -	29	24	23
Passed in B. A. - - - - -	6	None.	None.

70. And here it is necessary to explain that, although there is in the Madras Presidency only one Government college for general education, there are several other institutions (provincial schools, &c.,) which educate, as the above statistics show, beyond the matriculation standard, and which, whether affiliated or not, are allowed by the Madras University to send up candidates.

71. The Doveton Protestant College, which is the only private institution shown in the Madras Statistical Returns under the head of Colleges, seems hardly to deserve that distinction. During the last three years, 1863-64, 1864-65, and 1865-66, the Doveton College has not passed a single B. A. student, and has passed only four students in the First Arts Examination. There are other private institutions which have done more; and it is difficult, therefore, to understand on what principle a classification has been made in the Education Report, which singles out the Doveton Protestant College as the only private institution entitled to the rank of a college for general education.

Bombay.

72. The two Colleges in Bombay are both Government institutions, viz., the Elphinstone College, Bombay; and the Poona College, Poona. There are no private colleges open to Government inspection; but there is one private college, the "Free General Assembly's Institution," which has been affiliated to the University, and is excluded from present notice simply because, not being open to Government inspection, no statistics respecting it are embodied in the Education Reports. This Institution, however, has had but very limited success in the University

Government.
Elphinstone College - - 1835
Poona College - - - 1851

University Examination, having passed altogether only two B. A. students. The University Examination Returns in the Faculty of Arts are composed almost exclusively of pupils from the Elphinstone and Poona Colleges. These two Government colleges underwent a thorough reform in 1857-58, an account of which will be found in the Report of that year. They were both recognized by the University in 1860.

73. The following account of the Elphinstone College is taken from the Bombay University Calendar of 1865-66 :—

> "Elphinstone College arose by separation in the year 1856 of the Professorial element from the 'Elphinstone Institution,' which henceforth became a High School.
>
> "The Elphinstone Institution had its origin in a meeting of the Bombay Native Education Society, on the 22nd August 1827, to consider the most appropriate method of testifying the affectionate and respectful sentiments of the inhabitants of Bombay to the Honourable Mountstuart Elphinstone, on his resignation of the Government of Bombay. The result of this meeting was, that a sum of money, amounting to 2,29,656 rupees, was collected by public subscription towards the endowment of professorships for teaching the English language, and the arts, sciences and literature of Europe, to be denominated the Elphinstone Professorships. This sum afterwards accumulated to 4,43,961 rupees, and the interest of it is augmented by an annual subscription from Government of 22,000 rupees.
>
> "In 1863 Cowasjee Jehangier Readymoney, Esquire, Justice of the Peace, Bombay, presented Government with one hundred thousand rupees towards erecting suitable college buildings for Elphinstone College, to be called the 'Cowasjee Jehangier buildings.'
>
> "In 1864, on account of the rise in the prices of building materials and labour, Mr. Cowasjee Jehangier added a second sum of one hundred thousand rupees to his former munificent donation."

74. The number of successful candidates coming from the Elphinstone College to the University Examination appears to be steadily increasing. It passed seven in the First Arts Examination in 1861, and 13 in 1865. In the B. A. examination the number of successful competitors from the Elphinstone College has risen from four in 1862, to 10 in 1865, and in the M. A Examination the number has risen from one in 1862 to four in 1865. The average attendance at the institution has also increased from 65 in 1861-62 to 78 in 1865-66. All this betokens an increasing efficiency and popularity, and the comparatively high fee rate (10 rupees per mensem) shows that education is not without a considerable money value in the eyes of those who take advantage of it.

75. The following account of the Poona College is taken from the Bombay University Calendar for 1865-66 :—

> "On the occupation of the Deccan by the British Government in 1818, it was found that a certain portion of the revenues of the Maratha State had been yearly set apart for pensions and presents to Brahmins (Dakshina). To prevent hardship and disappointment, and to fulfil the implied obligations of the new rulers, the British Government continued these payments; but, as the pensions and allowances fell in, they resolved, while maintaining the same total expenditure, under the name of the Dakshina Fund, to devote a portion of it to a more permanently useful end, in the encouragement of such kind of learning as the Brahmans were willing to cultivate. With this view the Poona College was founded in 1821 as a Sanscrit College, exclusively for Brahmans.
>
> "In 1837 some branches of Hindoo learning were dropped; the study of the vernacular and of English was introduced, and the college was opened to all classes; and, after having been amalgamated with the English school in 1851, it arose in its present form in 1857, by a separation of the college division from the school division. From another portion of the Dakshina Fund Dakshina fellowships have been founded, of which four, viz., one senior fellowship of 100 rupees per mensem, and three junior fellowships, each of 50 rupees per mensem, are attached to the college.
>
> "In 1863 Sir Jamsetjee Jejeebhoy, Bart., offered to Government the sum of one hundred thousand rupees to provide suitable college buildings for the Poona College."

76. The Poona College passed in 1865-66, 12 students in the First Arts Examination, three in the B. A. Examination, and one in the M. A. Examination. These figures are considerably less than those already given for the Elphinstone College :

College: but the progress of the Poona College during recent years has been perhaps the greater of the two.

77. The Director of Public Instruction makes the following remarks in his Report of 1865-66, viz.:—

"The Government Arts Colleges (Elphinstone and Poona) are in a good condition as regards discipline and teaching, and the humanizing influence which they exercise. Poona College has begun to gain on Elphinstone College, both in numbers and university successes. This is owing partly to the efficient condition of the Poona High School, partly to the appreciation of literary education among the Brahmans of the Deccan. It is a source of regret that Elphinstone College remains stationary in point of numbers. This I attribute partly to the recent disturbed condition of the popular mind in Bombay (on account of commercial excitement), which has been unfavourable to educational development, but especially I attribute it to the general want of feeling for literature among the Parsees, who, with all their stirring and energetic qualities, and their Europeanizing tendencies, seem to have hardly any ideas for their children beyond the desk or the counter. Except two grandsons of the Honourable Mr. Framjee Nusserwanjee Patel, there is, I think, no scion of any leading Parsee family under collegiate instruction. Looking at the matter broadly, we find that out of about 100 students who passed the matriculation examination last year, about 50 joined the Government colleges, the rest having for the most part accepted schoolmasterships and other small appointments. If the same average were continued, about 25 students per annum only would enter each of the Government arts colleges, which would give an attendance for the three years' course at each of the colleges of about 75 or 80 students.

"But the great encouragements recently held out to university graduates by his Excellency the Governor of Bombay in Council, and by the High Court, will doubtless prove a powerful stimulant towards increasing the number of collegiate students. I refer in particular—*1st*, to a Circular Letter from the Government to the Revenue Commissioner, No. 6481, dated 31st October 1865, requesting that Mamlutdars' appointments may be, as far as possible, conferred on Bachelors of Arts; *2ndly*, to the appointment by his Excellency in Council of a Deputy Educational Inspector in the Belgaum Sub-division to be Deputy Collector; *3rdly*, to a Resolution of Her Majesty's Honourable Bench of Justices, dated 22nd June 1866, No. 932, admitting Bachelors of Laws, under certain conditions, to practise as advocates on the Original Side of the High Court; *4thly*, to the recent appointment by Government of a Bachelor of Laws, to act as Judge in the Court of Small Causes. These encouragements will do more than anything which this Department could possibly effect to promote higher education in the Presidency."

SECTION V.

Schools.

78. It is proper to note at the outset that the statistics here given respecting schools refer only to schools managed by Government, or open to the inspection of Government officers. There are, of course, private schools in some parts of the country which receive no aid from Government, and are not open to Government inspection; but their number is quite insignificant in comparison with those managed or inspected by Government officers, to which the following statistics relate:—

Government Schools, and Private Schools open to Government Inspection—Statistics for the Year 1865–66.

	Bengal.			North-Western Provinces.		Punjab.		Madras.		Bombay.		Oude.		Central Provinces.		Mysore.		British Burmah and the Berars.	
	Government Institutions.	Private Institutions.		Government Institutions.	Private Institutions.	Government Institutions.	Private Institutions.	Government Institutions.	Private Institutions.	Government Institutions.	Private Institutions.	Government Institutions.	Private Institutions.	Government Institutions.	Private Institutions.	Government Institutions.	Private Institutions.	Government Institutions.	Private Institutions.
		Aided.	Unaided.																
Number of Institutions.																			
Higher Class	50	83	7	5	4	24	18	13	14	9	2	10	4	1	1	6	4	Owing to the very recent appointment of Directors of Public Instruction, and the organization of regular Education Departments in Burmah and the Berars, no sufficient statistics are available. But a general reference to the Schools in these Provinces will be made in the body of this note.	
Middle „	117	849	92	265	78	71	52	68	169	165	20	34	12	105	11	9	7		
Lower „	81	1,132	73	3,097	5,161	1,768	3	17	825	1,121	69	61	36	546	680	32	15		
Female „	3	192	25	497	77	333	696	–	139	33	Included in above.	–	11	92	–	–	7		
TOTAL	251	2,256	197	3,864	5,320	2,196	769	98	1,147	1,328	91	105	63	744	692	47	33		
Number of Pupils attending them.																			
Higher Class	9,339	10,507	1,481	1,545	1,214	8,140	5,297	3,132	3,126	1,741	665	1,395	1,135	270	223	831	529		
Middle „	8,124	37,924	3,501	20,260	10,232	6,999	1,515	3,786	9,762	23,794	2,358	2,989	1,042	10,033	940	392	888		
Lower „	2,787	36,307	1,962	95,535	59,720	60,373	108	498	14,636	67,124	4,174	2,004	1,240	18,984	13,774	1,126	1,472		
Female „	153	5,070	489	9,269	1,494	6,834	12,727	–	3,315	Included in above.	Included in above.	–	270	2,361	–	–	345		
TOTAL	20,403	89,808	7,433	1,26,609	72,660	82,346	19,647	7,416	30,839	92,659	7,197	6,388	3,687	31,648	14,937	2,349	3,234		
Expenditure.	*Rs.*	*Rs.*		*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs*		
Higher Class — From Imperial Funds	2,00,328	56,058	Not given.	1,08,983	18,333	1,21,788	54,363	1,03,986	33,996	76,321	1,923	32,876	28,777	10,945	1,650	21,878	13,435		
Higher Class — From other Sources	1,95,108	1,30,850		8,892	35,541	29,894	79,304	15,983	87,303	49,922	31,664	5,425	15,910	1,260	3,733	–	16,650		
Middle „ — From Imperial Funds	45,405	1,51,169		60,633	77,320	19,924	14,087	37,969	50,204	1,03,346	30,113	26,753	3,829	50,080	9,541	9,609	5,070		
Middle „ — From other Sources	19,863	2,49,608		28,130	1,01,833	12,080	16,812	9,355	1,31,724	1,36,274	98,191	10,151	6,566	39,433	10,438	–	3,567		
Lower „ — From Imperial Funds	12,549	57,595		62,203	13,815	22,874	319	2,954	17,189	1,74,636	7,459	Nil	2,409	689	428	7,581	3,986		
Lower „ — From other Sources	2,720	62,561		1,73,153	2,49,583	1,51,277	263	–	14,733	2,03,651	98,431	5,082	4,963	1,09,092	18,685	–	4,346		
Female „ — From Imperial Funds	7,410	30,528		20,698	14,460	10,487	25,100	–	5,617	Included in above.	Included in above.	–	2,726	83	–	–	3,070		
Female „ — From other Sources	35	50,570		7,377	15,696	13,694	16,495	–	32,820			–	8,692	11,942	–	–	4,929		
TOTAL — From Imperial Funds	2,65,692	2,95,350	–	2,52,517	1,23,928	1,75,073	93,869	1,44,909	1,07,006	3,54,303	39,495	59,629	37,741	61,797	11,619	39,068	25,561		
TOTAL — From other Sources	2,17,726	4,93,589	–	2,17,552	4,02,653	2,06,945	1,12,874	25,338	2,66,580	3,89,847	2,28,286	20,658	36,131	1,61,727	32,856	–	29,492		
GRAND TOTAL — *Rs.*	4,83,418	7,88,939	–	4,70,069	5,26,581	3,82,018	2,06,743	1,70,247	3,73,586	7,44,150	2,67,781	80,287	73,872	2,23,524	44,475	39,068	55,053		

79. It should be explained here that the classification of schools into "higher," "middle," and "lower" classes made by the educational authorities of the different Presidencies and Provinces has been somewhat altered by me.

80. "Higher class" schools are those which educate up to the university entrance standard; and although in some cases schools may have been included by the local educational authorities in this class, with reference rather to a professed ability to educate up to that standard than to actual results, the classification may, perhaps, be accepted as sufficiently correct; and I have not therefore altered it.

81. But the distinction between middle class and lower class schools has never been very precisely laid down, and hence different principles of classification have been adopted by the local authorities, which I have found it necessary to alter, in order to preserve uniformity. The resolution of the Government by which the classification was directed, described the middle class as "composed of schools which do not educate up to the university standard, but which are above the schools designed for the education of the masses," and the "lower class" as "composed of schools located in villages, towns, &c., and designed primarily for the education of the masses."

82. In Bengal the "lower class" has been made to include only the "strictly elementary" schools, in which instruction is "conveyed exclusively in the vernacular," and is "mainly confined to reading, writing, and simple arithmetic," all other schools, whether vernacular or Anglo-vernacular (not being institutions educating up to the university standard), being entered under the "middle class." This is, perhaps, on the whole, the best principle of classification; and it appears to have been carried out in all Provinces except the North-Western Provinces, Oude, and the Central Provinces, where the tehsil or town schools have been wholly or partly entered in the lower class. As these schools all provide a more than elementary vernacular education, I have transferred them to the head of "middle class schools."

83. Too much importance must not, however, be attached to the classification of schools, for, apart from mere errors of classification, it is obvious that any classification based on the standards up to which the various kinds of schools profess to educate, must be, more or less, liable to mislead. An Anglo-vernacular school, for instance, may have a few advanced pupils preparing for the university entrance standard, entitling it to be ranked as a higher class school; but the great bulk of its pupils may be under education of a very much lower kind, and a considerable number may be under tuition of the most elementary character. Yet all these pupils will be shown as belonging to a higher class school. Attempts are, however, being made in some parts of the country (especially, perhaps, in Bombay) to draw a clear line of distinction between the different grades of schools, and to make the education in one grade commence where the education of the next lower grade of schools ends; and it will, perhaps, be time enough, when some progress has been made in this respect, to consider the propriety of altering the statistical forms.

84. I proceed to offer a few remarks respecting the schools of each class included in the statement given above.

Schools—Higher Class.

Bengal.

Tezpore (Durrung). Nowgong. Chyebassa (Singhboom). Hazareebagh.

85. In Bengal the 50 Government higher class schools consist of 11 collegiate and branch schools attached to or in connection with the colleges, and of 36 zillah schools. Four zillah schools were established during 1865-66 at the places marginally noted, thereby supplying with Government zillah schools the only four districts in Bengal which, till then, were without them. Three of the existing schools (at Gowalpara, Rungpore, and Darjeeling) were at the same time placed on an improved footing; and the Gowhatty School was raised to the status of what the Director of Public Instruction calls a "high school," by which he means an institution capable of educating up to the "First arts" standard of the university, the Government assignment being increased from 2,666 rupees

2,666 rupees to 12,000 rupees per annum. A similar elevation of status has quite recently been proposed in respect of the Cuttack zillah school. The undergraduate classes of such institutions belong more properly to the statistical heading of "college students," and I believe that the Director of Public Instruction intends to adopt this classification in future. One of the Bengal higher class schools, called the Collingah branch school (a branch of the Presidency College), was, until recently, a purely Mahomedan institution. During 1865-66, however, it was thrown open to all classes, the fee rate being fixed at four rupees per mensem for all pupils other than Mahomedans, for whom the previous fee rate of one rupee was continued.

86. The following figures will give some idea of the working cost of higher class schools in Bengal in 1865-66:—

	Government Schools.	Private Schools (aided).
Number of Institutions	50	83
Average number of pupils	8,540	9,738
	Rs.	*Rs.*
Cost charged to Imperial funds	2,00,328	56,058
„ to other sources of income	1,95,108	1,30,850
TOTAL *Rs.*	3,95,436	1,86,908
Average total annual cost per pupil	46	19
Average annual cost to Government per pupil	23	5
STATISTICS RESPECTING FEES:		
Total amount of fees, fines, &c., realised from pupils during the year	1,65,105	86,317
Average ditto per pupil	19	8¾

PUPILS.

	Hindoos.	Mahomedans.	Others.
Government Schools	7,856	1,222	98
Private Schools	8,972	339	312
TOTAL	16,828	1,561	410

87. It thus appears that the annual cost of educating each pupil in the Government schools of the higher class in Bengal is 46 rupees. Of this, the Imperial revenue is charged with exactly one-half (23 rupees), the remainder being defrayed from local sources, such as endowments, subscriptions, fees, &c. It is satisfactory to note that by far the greater portion of the local income in Government schools is derived from fees, and this source of income may be expected to increase not only with the number of pupils, but with the development of an appreciation among the Natives of the advantages of a good education, which will render it possible and proper to raise the fee rate.

88. The cost of education in private schools of the class under notice is, as will be seen, much less than in Government institutions. That this should be

the case is not surprising, and it may be noted, as a partial explanation, that the private institutions do not generally come up to the same high average standard as the Government schools. This is evident from the university returns. The average fee per pupil in aided schools (*Rs.* 8. 13.) is much less than the average fee (19 rupees) in Government schools; but the proportion borne by the fee income to the total expenditure in aided schools (46 per cent.) is rather more than the proportion (43 per cent.) in Government schools.

89. The division of pupils into Hindoos, Mahomedans, &c., shows that there are about 11 Hindoos attending higher schools in Bengal for every Mahomedan.

90. The university returns bear strong evidence of the successful working of the higher class schools in Bengal. The average number of Bengal students who have passed the entrance examination in the last four years (1862–63 to 1865–66) is 521. The following details of the results of the examination for 1865–66 may be given:—

UNIVERSITY ENTRANCE EXAMINATION.

Bengal Students.

December 1865.	Number of Candidates.	Number Passed.		
		First Division.	Second Division.	Total.
Government Schools	548	30	191	221
Private Schools (aided)	549	12	152	164
„ „ (unaided)	174	3	40	43
Schoolmasters	17	-	2	2
Private Students	33	-	3	3
TOTAL	1,321	45	388	433

North-Western Provinces.

91. The nine higher class schools of the North-Western Provinces consist of the school departments of the three Government colleges at Agra, Benares, and Bareilly; of the Government schools at Ajmere and Etawah; and of the school departments of the four private colleges—one at Benares, and three at Agra. A brief reference has already been made in Section I. to the steps which have been taken for establishing 21 zillah schools in the North-Western Provinces, in lieu of the two middle-class institutions now existing. The majority of these institutions will, doubtless, at first starting, take rank as middle-class institutions; but some will, I imagine, from the outset, be equipped in a manner enabling them to educate up to the university entrance standard, and will, therefore, rank as higher class schools, All of them ought eventually to be brought up to this standard. The establishment of zillah schools in the North-Western Provinces is a noticeable point in the history of education in those provinces. The want of such schools was a marked feature of the organization; the education department holding to the idea of the gradual development of educational progress from below (the very opposite of the Bengal idea), and objecting to establish zillah schools till the schools of a lower grade had developed a desire for higher education, and supplied the requisite material in the way of pupils qualified to benefit by such education. The step now taken may perhaps have been a little too long delayed, but the good substratum laid in past years, in the shape of efficient schools of a lower class, will, doubtless, make the development of the new zillah schools all the more rapid and substantial.

92. The

92. The following figures give statistical information for 1865-66, respecting the higher class schools of the North-Western Provinces, similar to those already given for Bengal :—

	Government Schools.	Private Schools.
Number of Institutions	5	4
Average number of pupils	1,416	1,006*
	Rs.	*Rs.*
Cost charged to Imperial Funds	1,08,983	18,333*
„ to other sources of income	8,892	35,541*
TOTAL - - - *Rs.*	1,17,875	53,874*
Average total annual cost per pupil	83	53*
„ annual cost to Government per pupil	76	18*
STATISTICS RESPECTING FEES.		
Total amount of fees, fines, &c., realised from pupils during the year	13,584†	12,122*
Average ditto per pupil	8½†	12*

PUPILS.

	Hindoos.	Mahomedans.	Others.	
Government Schools	1,487	166	19	Including College Department Returns : separate Returns not being available.
Private Schools	873	209	107	
TOTAL	2,360	375	126	

93. While in Bengal the average cost of each pupil in Government higher class schools was only 43 rupees (of which 23 rupees were paid by Government), in the North-Western Provinces the average cost is 83 rupees (of which 76 rupees were paid by Government). The cost per pupil in private schools is in like proportions higher in the North-Western Provinces than in Bengal. The cause of this is not, as might be supposed, that the Bengal schools are better filled, making the average cost of each pupil less; for, in point of fact, the schools in the North-Western Provinces have a larger attendance. The inference is, that the expenditure in the institutions of the North-Western Provinces is on a much higher scale than in Bengal.

94. The following figures, in respect of fees, will show more clearly how matters stand :—

NORTH-WESTERN PROVINCES.	Average Fee.
	Rs. a.
Government Collegiate Institutions	11 8 per annum.
Government Schools of the Higher Class	2 15 „
Private Collegiate Institutions	12 – „

* *Note.*—The statistics in respect of the private schools include those of the college departments. The local statements do not show them separately.

† *Note.*—These figures include the college returns, there being no separate returns for the school department available.

The small fee of *Rs.* 2. 15. per annum, or barely four annas per month in the two schools, is noticeable. Even the fee in the collegiate institutions is small.

There were 28 students from the North-Western Provinces who passed the university entrance examination in 1865; of these, nine passed in the first division.

Punjab.

95. The 42 higher-class schools, entered in the Punjab column of the statement already given, consist of 24 Government Zillah schools and 18 private institutions, of which all but three are seminaries maintained and managed by missionary bodies. It seems probable that the Punjab Director of Public Instruction makes out the list of higher class schools with reference rather to expectations than to actual result. He may, perhaps, have satisfied himself that each of the 42 institutions is really able to educate up to the university standard,—although in that case it would be difficult to deny that the means of education supplied are in advance of the ability of the pupils to take advantage of them. But, whatever may be the explanation, certain it is that, notwithstanding the existence of 42 higher class schools, the Punjab could count only 23 successful candidates at the university entrance examination of 1865-66. There were actually more successful candidates from the North-Western Provinces, with its nine higher class schools, than from the Punjab with its 42 institutions.

96. The following statement gives statistical information respecting higher class schools in the Punjab, corresponding to that already given for Bengal and the North-Western Provinces:—

	Government Schools.	Private Schools.	Private Schools, excluding Three Institutions for European Children.
Number of Institutions	24	18	15
Average number of pupils	6,610	4,061	3,896
	Rs. *a.*	*Rs.* *a.*	*Rs.* *a.*
Cost charged to Imperial funds	1,21,788 –	54,363 –	29,684 –
„ to other sources of income	29,894 –	79,304 –	44,642 –
TOTAL *Rs.*	1,51,682 –	1,33,667 –	74,326 –
Average total annual cost per pupil	23 –	32¾ –	19 –
Average annual cost to Government per pupil	18 –	13 –	7 –
STATISTICS RESPECTING FEES.			
Total amount of fees, fines, &c., realised from pupils during the year	11,264 –	30,551 –	3,518 –
Average ditto per pupil	1 11	7 7	– 14

PUPILS.

	Hindoos.	Mahomedans.	Others.
Government Schools	5,926	1,874	340
Private Schools	3,451	1,488	358
TOTAL	9,377	3,362	698

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I have added a column showing the results in respect of private schools, excluding three institutions for European children, as the inclusion of the latter interferes with the use of the statistics.

97. The cost of Zillah school education in the Punjab is very moderate, being only half the amount per pupil shown in the Bengal Returns. But the much higher class of education (as shown by the University Returns) given in the Bengal institutions, and the preponderance of lower class pupils in the Punjab schools fully accounts for the difference.

98. The average fee realised from each pupil in the Punjab higher class schools is extremely small, being only $2\frac{1}{4}$ annas per mensem, while in private schools for natives it is only $1\frac{1}{2}$ anna per mensem. The attention of the Punjab Education Department was, as the Government is aware, drawn to this point some time ago, but there has not apparently been any material improvement up to 1865-66. It is true that the Director of Public Instruction states in his Report for 1865-66 that the amount collected as fees "continues to increase favourably," and he gives statistics which show, that while the fee collections in Government Zillah schools were only 4,690 rupees in 1862-63, they had reached 11,264 rupees in 1865-66; but it is nevertheless a fact that the average rate per pupil in 1865-66 is actually slightly *less* than the averge in 1862-63. The matter obviously requires further attention on the part of the Director of Public Instruction in the Punjab.

99. The large increase which of late has taken place in the number of pupils attending Zillah schools in the Punjab is due principally to the adoption of what is called the "branch school system." This system was described as follows in the Report of 1863-64:—

> "The immense increase in attendance shown above has been produced chiefly by the opening of branches to the Zillah schools, as noticed in paragraph 38 of my last annual report. Commenced at Delhi, the system has been there carried out very completely, and has been gradually extended to other places. It is very economical, and decidedly efficient and popular. We can never depend upon more than a small percentage of the boys, who enter our schools in the lowest class, staying until they reach the highest class, and pass the university entrance examination. The only way, then, to secure the full number in the highest class, which a single master can manage, say from 20 to 25 boys, is to have at least 800 boys all under instruction. The plan followed as a rule, is to let all beginners attend in the branch schools, which are located in the most convenient places all about the city or suburbs. The numbers in the main school are then kept up to the full limit that the main building can hold, and the main staff of masters can manage, by drafting into it the best of the branch scholars. Eventually these branch schools will, it is hoped, bring their pupils through the first or lower half of the whole school curriculum; after which four years passed in the main school will bring a scholar up to the matriculation standard."

The system is described in subsequent Reports as continuing to work most satisfactorily.

Madras.

100. The 27 higher class schools in Madras consist of 13 Government and 14 private institutions. The Government institutions comprise the Collegiate School attached to the Presidency College, three provincial schools (at Combaconum, Bellary, and Calicut), eight Zillah schools, and the Madrissa-i-Azam.

101. Respecting the provincial schools, it may be mentioned that they were originally designed to contain nine classes, of which the six lower were to constitute a school department, educating up to the university standard, and the three higher to constitute a college department. The college classes, however, have never as yet been organised, though it is stated in the Report for 1865-66 that sanction had been obtained for raising the Combaconum school (which is by far the most advanced of the three) to the originally intended status.

102. The Madrissa-i-Azam is of interest, principally owing to its being one of the few institutions in India designed specially for the instruction of the Mahomedan population in Arabic literature. I shall, therefore, reserve my notice of it for a future section (VII.) of this note.

103. The 14 private schools of the higher class in Madras are, with three exceptions, institutions maintained and managed by missionary bodies.

104. The following statement contains information for 1865–66 respecting higher class schools in Madras, similar to that already given for other Provinces :—

	Government Schools.	Private Schools.
Number of Institutions	13	14
Average number of pupils	2,821	2,834
	Rs. *a.*	*Rs.* *a.*
Cost charged to Imperial funds	1,03,986 –	33,996 –
„ to other sources of income	15,983 –	87,303 –
TOTAL *Rs.*	1,19,969 –	1,21,299 –
Average total annual cost per pupil	42 –	42 –
Average annual cost to Government per pupil	36 –	12 –
STATISTICS RESPECTING FEES.		
Total amount of fees, fines, &c., collected from pupils during the year	29,105 –	19,782 –
Average ditto per pupil	10 5	6 15

PUPILS.

	Hindoos.	Mahomedans.	Others.
Government Schools	2,654	353	214
Private Schools	2,409	120	625
TOTAL	5,063	473	839

There is nothing particularly worthy of note in the above-mentioned statistics, except that the average fee (about 13 annas per month) is lower than it ought to be.

105. Of the 229 successful candidates of the matriculation examination, 120 came from Government institutions, and 109 from private institutions.

Bombay.

106. Of the 11 schools of the higher class in Bombay, nine are Government institutions and two private institutions.

107. Great attention has been paid of late in Bombay to the organization of a really efficient system of high school education. It may almost be said that until recently there were no higher class schools at all in Bombay, except the Elphinstone and Poona Colleges, which took the place of this class of institutions.

108. In an interesting memorandum, written by Mr. Howard (late Director of Public Instruction, Bombay) in June 1865, he described at length the utter absence of anything like a good high school organisation, and the efforts that had

had been made to introduce such an organisation. The following remarks may be quoted from his pamphlet:—

"The first matriculation examination showed beyond doubt that this was true. All the Central School boys failed; all the Poona School boys failed; all the other school-boys in the Presidency failed. Only college men passed the test; and though 21 candidates passed from the two colleges, a much larger number were rejected.

"In subsequent examinations, however, some boys matriculated from Government schools. Each year their number has steadily increased; and it may now be hoped that the difficulty of supplying undergraduates to the university has been, or shortly will be, surmounted. Recent grants of public money, have made it possible to furnish the Central and Poona schools with a fairly sufficient staff. The English schools at Ahmedabad, Surat, Belgaum, Rutnagherry, Hyderabad, and Dhoolia, have been strengthened and raised to the high school rank. Exhibitions have been founded to be held in high schools, by promising boys from the districts and perhaps, more than all, the Native graduates, whose numbers are yearly increasing, are taking their place as masters in the local schools, to which they bring the method, the culture, and the corporate spirit of the university."

109. The following extract from the "Bombay Education Report" for 1865-66, will give some idea of the success attained in the organisation of good high schools:—

"The numerical prosperity of the colleges, and, through them, of the University of Bombay, will thus entirely depend on the number of students who pass the matriculation examination—in other words, on the efficiency of the high schools. I have shown above (paragraph 23) 70 as the aggregate number of matriculations from our high schools in 1865-66. This stands against 49 in 1864-65; 24 in 1863-64; 10 in 1862-63; 5 in 1861-62; 8 in 1860-61; and 0 in the two first years of the university examinations. Such progress is, so far as it goes, satisfactory; but it rather points to the utter weakness of our high schools in former years, than to any great strength in their present condition. Every high school that is worthy of the name ought to matriculate at least 20 boys every year; and large schools, like the Elphinstone and Poona high schools, ought to pass annually about double that number. Our nine high schools ought thus to give us more than 200 matriculations each year, though I fear this result will not be realized for some time."

110. A brief description of the several schools is given in the following extract from the same Report:—

"Of all our high schools, that of Poona is in the most satisfactory condition (*see* the Report of the Educational Inspector, Central Division, in Appendix A, 1). The results of the matriculation examination, and the general discipline and management of the schools, reflect much credit on Mr. Kirkham, the head master. Elphinstone high school has suffered from the agitation of the share-mania in Bombay, from numerous changes in its staff of masters, and from the unliterary tendencies of Parsees and Parbhoos and other non-Brahminical castes, who form the main bulk of the pupils. This school requires a strong hand to reduce it to a proper state of discipline. The high schools of Ahmedabad and Surat, are in a poor and backward condition. One of the chief difficulties they have to contend with, is the want of Gujarati graduates to be employed as teachers. Only five Gujarati Hindoos have as yet graduated in the University of Bombay, of whom one is engaged in mercantile pursuits, and one is deceased. Belgaum (Sirdars') high school has hitherto been chronically depressed by the privilege claimed by the neighbouring Sirdars of nominating boys for admission without regard to their previous preparation. But this claim has now been waived, and henceforth the standard of the high school entrance examination is to be enforced. Rutnagherry high school had been thoroughly disorganised by the late head master,—a certificated schoolmaster who was sent out from England four years ago with the highest testimonials, but who proved quite incompetent for his novel duties. The regeneration of the school has been vigorously commenced by Mr. Ramkrishna Gopal Bhandarkar, M. A., of the University of Bombay, to whom much credit is due for his year's administration. Dhoolia high school was up to February last mismanaged by its European head master (formerly a private soldier in the Inniskillen Dragoons); it has now been placed under Mr. Vitthal Patak, M. A., a pupil of the Reverend Dr. Wilson, and from his administration a speedy improvement of the school is looked for. The Hyderabad and Kurrachee high schools are really middle class schools, with a small high school element in each. Superior education in the province of Scind, is as yet quite incipient."

111. The two private schools* of the higher class are both Parsee institutions, situated

* Sir Jamsetjee Jeejeebhoy Parsee Benevolent Institution. Proprietary School.

situated in the town of Bombay; the former is supported mainly by an endowment, the latter mainly by school fees.

112. The following statement gives statistical information for 1865-66, respecting higher class schools in Bombay, corresponding to that already given for other Provinces:—

	Government Schools.	Private Schools.
Number of Institutions	9	2
Average number of pupils	1,576	551
	Rs. *a.*	*Rs.* *a.*
Cost charged to Imperial funds	76,321 –	1,923 –
„ to other sources of income	49,922 –	31,664 –
TOTAL *Rs.*	1,26,243 –	33,587 –
Average total annual cost per pupil	80 –	60 –
Average annual cost to Government per pupil	48 –	31½ –
STATISTICS RESPECTING FEES.		
Total amount of fees, fines, &c., realised from pupils during the year	28,996 –	11,245 –
Average ditto per pupil	18 –	20½ –

PUPILS.

	Hindoos.	Mahomedans.	Parsees.	Others.
Government Schools	1,335	28	304	74
Private Schools	2	–	663	—
TOTAL	1,337	28	967	74

There is nothing particularly calling for notice in the above statistics. The cost per pupil is certainly high, nearly as high in fact as in the North-Western Provinces (83 rupees per pupil in Government schools), respecting which remarks have already been made. But there is much in the local circumstances of Bombay which explains the high cost of education. The expense of living is exceptionally high, and the salaries of the masters are of necessity somewhat in excess of those given in other Presidencies. The comparatively recent organisation of some of the high schools has also something to do with the high cost per pupil: and it may be hoped that, in future years, an increased number of pupils will make the cost per head less.

The average fee realised from pupils on the Government institutions, is nearly as large as in Bengal.

Oude.

113. The 14 higher class schools in Oude, consist of 10 Government zillah schools and four private schools.

114. Of the 10 zillah schools, five were established in 1863–64, the remaining five, which had been previously in existence, though on a lower scale, having been re-organised in the same year.

115. The

115. The classification of these zillah schools has reference rather to their prospective ability to educate up to the university entrance standard than to actual results. Education of a higher class in Oude is of so recent an origin, that the higher classes of these schools are not yet filled. It was only in two of these schools (Fyzabad and Oonao) that there were classes preparing for the university entrance examination in 1865-66. But the Director of Public Instruction says that they are all "steadily working up towards the university entrance standard."

116. Of the four private schools, three are missionary institutions, and the other (the principal educational institution in the province) was founded by the Oude talookdars, and called the "Canning College." It has, I believe, been recently affiliated to the university; but for the year under review (1865-66) it stands in the list of higher class schools. It gets a grant from Government of 25,000 rupees per annum (although only 22,799 rupees were drawn in 1865-66), the other moiety of the required funds being subscribed by the talookdars and others. It sent up six successful candidates to the university examination in 1865-66.

117. The following statistics will give some idea of the progress already made in higher class education in Oude; and, considering the very recent organisation of the schools, it must be admitted to be most satisfactory:—

	Government Schools.	Private Schools.	Private Schools, excluding the "Canning College."
Number of Institutions	10	4	3
Average number of pupils	1,089	720	374
	Rs. a.	*Rs. a.*	*Rs. a.*
Cost charged to Imperial funds	32,876 –	28,777 –	5,978 –
„ to other sources of income	5,425 –	15,910 –	7,398 –
TOTAL - - - *Rs.*	38,301 –	44,687 –	13,376
Average total annual cost per pupil	35 –	62 –	35 –
„ annual cost to Government per pupil	30 –	39 –	16 –
STATISTICS RESPECTING FEES.			
Total amount of fees, fines, &c., realised from pupils during the year	1,605 –	3,109 –	420 –
Average ditto per pupil	1½ –	4⅓ –	1 2

PUPILS.

	Hindoos.	Mahomedans.	Others.
Government Schools	1,064	324	7
Private Schools	778	331	26
TOTAL - - -	1,842	655	33

There is nothing particularly noticeable in the above statistics, except the very small amount of average fee realised from the pupils, both in the Government schools and in the private schools (excluding the Canning College). The very recent organisation of the schools is a sufficient reason, perhaps, for the present, but attention should be directed to the subject as education comes to be better appreciated and more valued by the people.

118. The Chief Commissioner has recently obtained the sanction of Government to increasing the teaching staff in six of the more forward zillah schools; and it may be hoped that the more advanced standard of education, to be given in them, will render it possible to impose a higher fee rate.

Central Provinces.

119. Of the two schools of the higher class in the Central Provinces, one (at Saugor) is a Government institution, and the other (at Jubbulpore) a missionary institution.

120. The Director of Public Instruction has properly confined his list of higher class schools to those which actually do educate up to the university entrance standard, leaving the other nine zillah schools to be entered as middle class schools. This fact ought to be noticed, for otherwise a comparison unfavourable to the Central Provinces might be drawn from the greater apparent development of this class of schools in the Punjab and Oude, where evidently the classification has been based rather on a standard hoped to be attained, than on one actually worked up to.

121. The Saugor School might, strictly speaking, have been included in the list of colleges; for it is an affiliated institution, and passed one student last year in the first arts examination. It has recently had a Sanscrit professor added to its staff, and will, doubtless, appear next year in the list of colleges. The school has not prospered much during the last nine years. In that period the number of pupils has decreased from 356 to 270, a result which the Director ascribes to a faulty system of education prevailing in the institution. It has recently been re-organised, and better results are looked for. Since its affiliation, the school has passed eight students in the entrance examination (three during the last year).

122. The following extract gives information for 1865–66 respecting the two higher class schools in the Central Provinces, similar to that already given for other Provinces:—

	Government Schools.	Private Schools.
Number of Institutions	1	1
Average number of pupils	249	200
	Rs. *a.*	*Rs.* *a.*
Cost charged to Imperial funds	10,945 –	1,650 –
„ to other sources of income	1,260 –	3,733 –
TOTAL *Rs.*	12,205 –	5,383 –
Average total annual cost per pupil	49 –	53 –
„ annual cost to Government per pupil	43 –	16 –

STATISTICS RESPECTING FEES.

Total amount of fees, fines, &c., realised from pupils during the year	Not given in Central Provinces Returns.
Average ditto per pupil	

PUPILS.

	Hindoos.	Mahomedans.	Others.
Government Schools	Not given in Central Provinces Returns.		
Private Schools			

The absence in the Central Provinces Education Report of the usual educational statistics according to the prescribed forms, makes it impossible to

to complete the information given in other cases. The attention of the Director of Public Instruction in the Central Provinces should be drawn to the omission.

Mysore.

123. Of the 10 higher class schools in Mysore six are Government institutions, and four private institutions. Out of the whole 10, only one (Bangalore High School) has yet passed any students in the University entrance examination. The Director of Public Instruction, however, says, that they "educate up to the University standard," and classifies them accordingly.

124. The Bangalore High School is reported to be making very satisfactory progress. The fees have been again raised, but the number of pupils still increase. There are now 503 on the rolls. The institution sent up eight successful candidates to the Matriculation Examination in 1865-66.

125. Statistics, corresponding to those already given in respect of the higher class schools of other Provinces, are here given for Mysore, so far as they can be got from the very meagre Report of the Director of Public Instruction in that province:—

	Government Schools.	Private Schools.
Number of Institutions	6	4
Average number of pupils	697	435
	Rs. a.	*Rs. a.*
Cost charged to Imperial funds	21,878 –	13,435 –
„ to other sources of income	– –	16,650 –
TOTAL – – – *Rs.*	21,878 –	30,085 –
Average total annual cost per pupil	31 –	69 –
„ annual cost to Government per pupil	31 –	30 –

STATISTICS RESPECTING FEES.

Total amount of fees, fines, &c., realised from pupils during the year Average ditto per pupil	Not given in Mysore Report.

PUPILS.

	Hindoos.	Mahomedans.	Others.
Government Schools Private „	Not given in Mysore Report.		

The attention of the Director of Public Instruction, Mysore, has already been drawn to the necessity of submitting more ample education statistics.

British Burmah and the Berars.

126. There are not as yet any higher class schools in either of the provinces noted above; but the recent organization of regular education departments in those provinces will probably lead to the elevation to that standard of some of the existing middle class schools.

Schools—Middle Class.

Bengal.

127. As already explained, middle class schools in Bengal are composed partly of English and partly of vernacular institutions. The following statement contains information respecting them :—

	Government Schools.	Private Schools.	
		Aided.	Unaided.
Number of Institutions - English	10	268	54
Number of Institutions - Vernacular	107	581	38
	117	849	92
Average number of pupils	7,635	35,781	(not given.)
	Rs. a.	*Rs. a.*	
Cost charged to Imperial funds	45,405 –	1,51,169 –	
„ to other sources of income	19,863 –	2,49,608 –	
Total - *Rs.*	65,268 –	4,00,777 –	
Total annual cost of education per pupil	8½ –	11 –	
Annual cost to Government per pupil	5¾ –	4 –	
Statistics respecting Fees.			
Total amount of fees, fines, &c., realised from the pupils during the year	19,240 –	1,01,639 –	
Average ditto per pupil	2½ –	2¾ –	

Pupils.

	Hindoos.	Mahomedans.	Others.
Government Schools	6,941	1,029	154
Private Schools	33,955	3,212	759
Total - *Rs.*	40,896	4,241	913

North-Western Provinces.

128. The 343 middle class schools in the North-Western Provinces consist of two Government Anglo-vernacular schools (Allyghur and Shahjehanpore), 263 Tehsil schools, and of 78 private aided schools. The private schools all appear to be Anglo-vernacular; 47 of them, although designated private schools, are in reality English classes attached to Government vernacular schools, and supported half by Government and half by subscriptions; the management of the English classes remaining in the hands of Government. The remaining 31 private schools are, for the most part, mission schools.

The

The following statistics respecting middle class schools in the North-Western Provinces are given :—

	Government Schools.	Private Schools.
Number of Institutions	265	78
Average number of pupils	17,801	7,958
	Rs. *a.*	*Rs.* *a.*
Cost charged to Imperial funds	60,638 –	77,320 –
„ to other sources	28,130 –	1,01,833 –
TOTAL *Rs.*	88,768 –	1,79,153 –
Total annual cost of education per pupil	5 –	22 –
Annual cost to Government „	3 –	9 –
STATISTICS RESPECTING FEES.		
Total amount of fees, fines, &c., realized from the pupils during the year	12,652 –	(not available.)
Average ditto per pupil	– 11	

PUPILS.

	Hindoos.	Mahomedans.	Others.
Government Schools	13,783	3,380	236
Private „	(not available)		

129. It will be observed that the statistics respecting private schools are not complete. This is owing to the confused way in which the Statistical Tables attached to the Education Report of the North-Western Provinces have been prepared, and to the existence of serious discrepancies. For instance, at page 40 of the Report, the Director shows 78 middle class private schools, and 43 lower class private schools aided by Government: all of which are, in the Statistical Table, shown as "private schools of the higher class." The list of 47 Anglo-vernacular schools, given at page 42 of the Report, is represented by 50 schools in the Statistical Table. Greater care is required in future on the part of those who compile the tables; for, if these statistics are to be of any use, it is obviously necessary that they should be prepared in a clear and accurate form.

The smallness of the fee receipts, averaging scarcely one anna per mensem from each pupil, is noticeable.

Punjab.

130. The 123 middle class schools in the Punjab consist of 71 Government schools and 52 private schools. The Government schools are all designated "town schools," being vernacular institutions situated in towns in the proportion of about one to each pergunnah. They are intended to "impart as liberal an education as can well be given through the medium of the vernacular." Of the 52 private schools, 40 are elementary English schools connected with Government vernacular ones, but supported on the grant-in-aid principle.

131. The Punjab Town Schools are stated to have been greatly improved of late years, by the adoption of what is called the "pupil teacher system." The system was described as follows, in the Report of 1862-63 :—

> Para. 56.—"In the Umballah circle, Lieutenant Holroyd has extended the pupil teacher system in large vernacular schools, as far as funds and the attainments of the boys would permit; so that, in some places, they have been substituted for assistant teachers in sufficient numbers to allow of each class having a separate pupil teacher. Thus all the classes receive more attention; attendance is increased by the popularity of the measure; emulation is excited, and an incentive to study afforded as the appointments are thrown open to competition. The best boys are also kept longer at school than they would otherwise be likely to remain; and from them candidates can be selected for instruction in the Normal schools, who stand every chance of turning out first-rate teachers eventually. Examinations of the senior vernacular scholars of districts have accordingly been held by Lieutenant Holroyd at various sudder stations, and selections of pupil teachers made from the best candidates. In Ferozepore, no less than 18 were thus appointed after an examination of this kind. Under really good teachers, the appointment of pupil teachers is no doubt preferable to the maintenance of an assistant on a high salary, and may be effected at a very little more expense."

The system has been largely extended in subsequent years, principally in the Umballah circle.

132. The following statistics respecting middle class schools in the Punjab are given :—

	Government Schools.	Private Schools.
Number of Institutions	71	52
Average number of pupils	5,852	1,267
	Rs. a.	*Rs.* –
Cost charged to Imperial funds	19,924 –	14,087 –
„ to other sources	12,080 –	16,812 –
TOTAL *Rs.*	32,004 –	30,899 –
Total annual cost of education per pupil	5⅓ –	24 –
Annual cost to Government per pupil	3½ –	11 –
STATISTICS RESPECTING FEES.		
Total amount of fees, fines, &c., realized from the pupils during the year	1,330 –	986 –
Average ditto per pupil	– 3⅔	– 12

PUPILS.

	Hindoos.	Mahomedans.	Others.
Government Schools	4,717	1,884	398
Private Schools	1,067	354	94
TOTAL *Rs.*	5,784	2,238	492

133. The extremely small average fee realized from each pupil in the Government town schools is noticeable. A fee of scarcely four pie per mensem, is surely a miserably small payment by the children of townspeople for a good vernacular education. The matter requires attention.

Even in the private schools, which, as already explained, are for the most part grant-in-aid English classes attached to Government vernacular schools, and managed by Government, the fees, though larger, are very small. One anna

anna per mensem, is a mere nominal payment for an English education. The high total annual cost per pupil (24 rupees) in these private schools is also noticeable.

Madras.

134. Of the 237 middle class schools in Madras 68 are Government institutions, and 169 private institutions. The Government institutions are designated either Anglo-vernacular schools or talook schools, the difference being, that the former are of a higher grade, nearly approaching to the zilla schools, while the latter are of somewhat less pretensions, the prescribed course of study being described as "sufficient to impart a good scholar-like knowledge of the vernacular language of the pupils, a fair acquaintance with the English language, a good knowledge of arithmetic, and of the elements of geometry and algebra, a fair knowledge of general geography, and of the leading facts of the histories of India and of England, and some acquaintance with the outlines of astronomy, and the leading principles of political economy."

The private middle-class schools in Madras are for the most part mission schools.

135. The following statistics respecting middle-class schools in Madras are given :—

	Government Schools.	Private Schools.
Number of Institutions	68	169
Average number of pupils	3,609	9,385
	Rs.	*Rs.*
Cost charged to Imperial funds	37,969	50,204
„ to other sources	9,355	1,31,724
TOTAL *Rs.*	47,324	1,81,928
Total annual cost of education per pupil	13	19
Annual cost to Government per pupil	10	5
STATISTICS RESPECTING FEES.		
Total amount of fees, fines, &c., realised from the pupils during the year	11,934	31,821
Average ditto per pupil	3⅓	3⅓

PUPILS.

	Hindoos.	Mahomedans.	Others.
Government Schools	3,861	256	127
Private Schools	8,224	426	2,472
TOTAL	12,085	682	2,599

Bombay.

136. Of the 185 middle-class schools 165 are Government institutions, and 20 private institutions. All the middle-class schools in Bombay are Anglo-vernacular institutions. The Government schools are divided into two classes, viz., 1st. grade and 2nd. grade; there being 23 of the former, and 142 of the latter. The standard* laid down for entrance to higher class schools forms a standard up to which middle-class schools aim at teaching. The following general definition of a middle-class school is given in the Bombay report for 1865-66 :—

"The middle-class school is defined to be one in which, being inferior to the high school, some English is taught; its function used to be generally the preparation of boys for clerkships or other small appointments, but it has now the additional function of definite preparation for the high school, thus leading up to the University course."

* *Vide* Appendix G., page 188 of Bombay Education Report for 1865-66.

 137. The

137. The Bombay middle-class schools are stated by the director of public instruction to fall as yet short of their proper standard, and he has proposed, therefore, a re-organization of 19 of these schools on a standard which will make them "adequate feeders" to the high schools.

138. The following statistics relate to Bombay middle-class schools:—

	Government Schools.	Private Schools.
Number of Institutions	165	20
Average number of pupils	17,999	1,844
	Rs.	*Rs.*
Cost charged to Imperial funds	1,03,346	30,113
„ to other sources	1,36,274	98,191
TOTAL *Rs.*	2,39,620	1,28,304
Total annual cost of education per pupil	13	69
Annual cost to Government per pupil	5¾	16
STATISTICS RESPECTING FEES.		
Total amount of fees, fines, &c., realized from pupils during the year	54,084	44,980
Average ditto, per pupil	3	24

PUPILS.

	Hindoos.	Mahomedans.	Parsees.	Others.
Government Schools	21,010	1,593	1,032	159
Private Schools	197	41	1,332	706
TOTAL	21,207	1,634	2,364	865

139. The average cost of education per head in the Government schools is somewhat high, but this is probably explainable both by the relatively high rates of pay obtaining in Bombay, and by an unusual amount of extraordinary expenditure in the way of constructing school buildings.

140. The comparatively large extent to which these schools are supported from sources other than Imperial funds is also noticeable. This is principally owing to large assignments to these schools from the proceeds of the "local rate of assessment," *i. e.*, the education cess recently introduced in Bombay.

The assignments from this source to middle-class schools aggregated in 1865-66 as much as 1,10,875 rupees.

The following extract from the Bombay report of 1865-66 shows how this occurred:—

> "The local cess has not only produced large additional funds for educational purposes, without any call upon the Imperial revenues, but has also stirred up a spirit of interest in education throughout the country, the local funds being placed at the disposal of talooka and zilla committees, subject to joint sanction from the Revenue Commissioner, and the Director of Public Instruction. These committees have been set to consider and make known the educational wants of their own talookas and districts. At first, there was a tendency in the local committees to seek the extension of English or middle-class schools, to the neglect of vernacular or lower-class schools. This course, if followed out, would have caused a misappropriation of the local funds, which, having been entirely subscribed by the cultivator class, should, in the first instance, have been applied to the establishment of vernacular or village schools, such as the children of the ryot would attend. A resolution of Government, No. 684, dated 14th of October 1865, (which is referred to above in paragraph 32, and quoted in Appendix D.,

Appendix D., page 164), has authoritatively settled this point, and now no assignments of local funds to English education are sanctioned in this office, unless the collector of the district in question can furnish a certificate that the educational wants of the district, as regards primary schools, have been supplied as far as possible."

141. It may be noted further as a fact unexplained in the director's report, that the tables of receipts and charges, under the head of middle class schools, showed for 1865-66 a net excess of receipts over charges amounting to no less than rupees 48,864, being more than 20 per cent of the whole charges.

142. The figures given in the preceding statement, in respect of private middle class schools, show an exceptionally high rate of cost per pupil; but this is partly explained by the fact of some very heavy items of "extraordinary" charges for building, &c., (aggregating nearly half a lakh), being included among the disbursements. Making allowance for this, and for one or two expensive schools for European children included in the list, the cost per pupil is not so unreasonably high.

Oude.

143. Of the 46 middle class schools in Oude, 34 are Government institutions, and 12 private institutions. The Government institutions are all Tehsilee schools, of which 19 are Anglo-vernacular and 15 vernacular institutions. Of the private institutions three are mission schools, and the remaining nine are schools supported principally by the talookdars and native gentry.

The following statistics respecting middle class schools in Oude are given:—

	Government Schools.	Private Schools.
Number of Institutions	34	12
Average number of Pupils	2,099	677
	Rs. a.	*Rs. a.*
Cost charged to Imperial funds	26,753 –	3,829 –
,, to other sources	10,151 –	6,566 –
Total	36,904 –	10,395 –
Total annual cost of education per pupil	17½ –	15 –
Cost to Government per pupil	12 –	5 –
STATISTICS RESPECTING FEES.		
Total amount of fees, fines, &c., realised from pupils during the year	1,428 –	292 –
Average ditto per pupil	– 11	– 7

PUPILS.

	Hindoos.	Mahomedans.	Others.
Government Schools	2,032	956	1
Private Schools	755	232	–
Total	2,787	1,188	1

144. The extraordinarily high average cost of education per head is noticeable, also the smallness of the fee receipts, which average scarcely one anna per mensem in the Government schools, and little more than half anna per mensem in private schools.

Central Provinces.

145. Of the 116 middle class schools in the Central Provinces 105 are Government institutions, and 11 private institutions. Of the Government institutions, nine are zillah schools, which do not yet educate up to the university entrance standard, and 96 are town schools. Of the 11 private institutions, six are mission schools (of which four belong to the Free Church mission).

146. The following statistics respecting middle class schools in the central provinces are given :—

	Government Schools.	Private Schools.
Number of Institutions	105	11
Average number of Pupils	6,836	694
	Rs. Ann.	*Rs. Ann.*
Cost charged to Imperial funds	50,080 –	9,541 –
„ to other sources	39,433 –	10,438 –
Total	89,513 –	19,979 –
Total annual cost of education per Pupil	13 –	28 –
Cost to Government per pupil	7½ –	13 –
STATISTICS RESPECTING FEES.		
Total amount of fees, fines, &c., realized from pupils during the year	4,638 –	(not given)
Average ditto per pupil	– 10	„

PUPILS.

	Hindoos.	Mahomedans.	Others.
Government Schools Private Schools	(not given.)		

147. The average fee is excessively small, viz., something below one anna per mensem. If the returns for Government zillah schools (which are only temporarily reckoned in the middle class till they can work up to the entrance standard), be separated from those of Government town schools, the result is, that the average fee in zillah schools is rupee 1½, or two annas per mensem, and in town schools not quite eight annas, or eight pie per mensem. The matter of fees evidently requires to be looked to in the central provinces.

Mysore.

148. Of the 16 middle class schools in Mysore nine are Government institutions, and seven are private institutions. Scarcely any information respecting these schools is given by the director of public instruction; and the statistics are so meagre that nothing more is obtainable than what has already been given in the general statement at the commencement of this section.

British Burmah.

149. There are three Government zillah schools coming under this head in British Burmah, with 398 pupils, the expenditure being rupees 13,612 from Imperial funds, and rupees 2,765 from local funds. There are also 28 private schools of this class aided by Government, with 2,077 pupils. These are almost all under the management of missionary bodies.

As

As noted in the last column of the general statistical statement given at the commencement of this section, the Education Report from British Burmah, written before the appointment of a director of public instruction, does not give the required statistics, and hence these schools have not been included in the general return.

Berars.

150. No educational statistics for the Berars have been entered in the general statement given at the commencement of this section, because no regular education report, with statistics in the prescribed form, has yet been received. The recently appointed director of public instruction for the Berars, will doubtless give full information in future years.

Meantime, it may be stated, that there are apparently five middle class schools in the Berars, two of which it is proposed to raise to the standard of higher class zillah schools.

SCHOOLS—LOWER CLASS.

151. The lower class of schools may be described generally as consisting of elementary institutions for educating the lower orders of the people. The subject of primary education is justly regarded as a most important one, and has had a prominent place assigned to it in the Educational Despatches of 1854 and 1859.

152. In the Despatch of 1854, the Home Government declared its wish for the prosecution of the object of vernacular education "in a more systematic manner," and "placed the subject on the level in a point of importance with that of the instruction to be afforded through the medium of the English language." An attempt will now be made to describe the measures taken in accordance with the above instructions in the several Presidencies and provinces.

Bengal.

153. In Bengal no fixed system was at first adopted, but various schemes were set on foot in different parts of the Lieutenant Governorship, with the object of promoting vernacular education. The measures in operation on the 1st of May 1858, were described in the following terms in a Minute by the Lieutenant Governor, dated the 24th March 1859:—

> "Speaking of them generally, it may be said that 228 schools have been aided by grants in 27 districts, educating 16,633 pupils at an average cost to Government for each pupil of *Rs.* 1. 2. 1. per mensem for English schools, seven annas for Anglo-vernacular schools, and three annas eight pie for vernacular schools. Further, there have been 197 model vernacular schools established in 30 districts, at a total expense of *Rs.* 3,339. 14. 2. per mensem, or an average of about 17 rupees for each school.* There have been established 55 circles, embracing 158 indigenous schools established in four districts; and there have been 12 itinerent teachers employed in indigenous schools in six other districts. In six districts payments have been made to indigenous school teachers, for improvement in their pupils, at the rate of one rupee a month for every 10 boys under instruction, besides rewards for success given to such teachers in 11 other districts; and 10 scholarships have been provided, of four rupees each per annum, to meritorious vernacular pupils in 32 districts."

154. Referring to the above statement, the Government of India remarked, under date the 17th of May 1859, as follows:—

> *Para.* 2.—"His Excellency in Council readily admits that it is shown in this Minute, that effective measures have not been wanting on the part of the Bengal Government for the encouragement of vernacular education among classes lower in the social scale than any which have been affected by the operations of Government previously to the receipt of Directors' Despatch of 1854; and he will have much pleasure in furthering the extension of those measures as soon as the means of doing so are again available. The Governor General in Council gladly expresses his concurrence in the opinion that credit is due to the Lieutenant Governor that, for what has been done, to the Education Department in the lower provinces.

155. Very

* This low average is [illegible] in the list of all such schools, whether in Bengal, Behar, Cuttack, or Assam.

155. Very little, if any, advance in these directions has until recent years been made, owing principally to financial restrictions, and partly to a prolonged discussion which ensued between the Bengal Government and the Government of India, in which the latter argued that it was not the intention of the Home Government that the grant-in-aid system should be applied to the extension of this class of schools, but that any measures which might be taken should be based on the principle of having the schools under the direct management and control of the Government. The Bengal Government, having taken a different view, had contemplated a system of grants-in-aid to such schools, and had asked for a relaxation of the grant-in-aid rules in its favour.

156. The Bengal Government maintained that the cost of any system of vernacular instruction, by the direct instrumentality of Government, would make its general introduction impossible. It was argued that although cheap schools, costing, as in the North Western provinces, from five rupees to eight rupees per mensem each, had been to some extent found practicable in Behar and Assam, they were not practicable in Bengal proper. The great problem of a sufficiently cheap system of vernacular education, through the direct instrumentality of Government, remained the subject of discussion and report till 1860, when the Lieutenant Governor, writing with reference to previous correspondence, and especially to a recent call for a definite report of the measures desired to be introduced in connection with the Secretary of State's Despatch of 1859, propounded a system, the basis of which was the encouragement of the best of the indigenous schools by rewards to the masters, supply of books, &c.; a proportion of model schools being also established, and arrangements being made for maintaining an efficient inspection.

157. Sir John Peter Grant's scheme was very much modified in its actual application. It was transformed into a scheme, of which the following description was given in the report of 1862–63 :—

> "The villages where patshalas are already in existence are invited to send, for a year's training in a normal school, either their present guru, or some other person whom they will undertake to receive as their future schoolmaster. Their nominee if accepted by the inspector, is sent to a normal school with a stipend of five rupees per mensem; and a written agreement is entered into on the one hand with the heads of the village that they will receive him back as their guru, when he has completed his course of training and received a certificate of qualification; and on the other hand, with the nominee himself, that he will return to the village which selected him, and there enter upon and discharge the duty of village schoolmaster, to the best of his ability, on condition of being secured a monthly income of not less than five rupees, in the shape of stipend or reward, so long as he continues to deserve it.
>
> "Each of the three training-schools at present established receives 75 stipendiary students. They have been opened but a few months, but no difficulty has been experienced in filling them. Each has its full complement at the end of the year."

158. There can be no question that this is by far the most promising scheme for encouraging primary education that has ever been tried in Bengal, and I shall, therefore endeavour to follow out its later history somewhat at length. At first its operation was confined to three selected districts (Burdwan, Kishnaghur, and Jessore), in each of which a normal school for gurus was established. In the first year of their working they had an average attendance of 217 gurus come from their respective villages to draw stipends of five rupees per mensem, and be trained as teachers. In the course of the year 171 students passed their final examination. In the second year of their existence (1864–65) they had an average attendance of 234 teachers—certificates being given to 203. In the third year (1865–66) only 75 certificates issued; the cause of the decrease being the great prevalence of epidemic disease which necessitated the closing of one training-school during several months of the year, and greatly interfered with the operations of the others. During [redacted] action was obtained to the extension of the operations, under the same [redacted] to three more districts, viz., Bancoorah, Midnapore, and Moorshedabad, one additional training-school was added on this account, four training-schools being considered sufficient for the six districts.

159. In addition to this, another inspector [redacted] ed to superintend similar operations in North-east Bengal, in the districts of Rajshahi, Dinagepore, and Rungpure—three new training-schools being established for the purpose.

160. So

160. So great is the number of applications for admission to the normal schools that, in the newly created institutions, it was found impossible to get several "free students," *i. e.*, students in excess of the authorised complement (75 per school), for whom there are no stipends, and who yet entered into the usual engagement to remain at the school, and to return to the nominating village as teachers when qualified.

161. It will be interesting to note the progress of this scheme in the three districts last taken up (Rajshahi, Dinagepore, and Rungpore), where Mahomedans constitute above two-thirds of the entire population; and where from the small number of existing patshalas, it is necessary to get the villagers to bind themselves, not merely to hand over an existing school to the teacher when qualified, but, if there be no school, to get one up. The number of Mahomedan nominees is already reported to be considerable.

162. It may be explained here that the scheme contemplates not merely the training of teachers, and the subsequent grant of five rupees towards the salary of each qualified teacher, but it provides also for the inspection of the village schools. For this purpose each of the two special inspectors has under him a staff of deputy inspectors. There were in 1865-66 altogether 19 deputy inspectors employed in this work.

163. The salary of five rupees paid to qualified teachers by Government is calculated to represent about half of their total income. That this is actually the case will be seen from the following statistics for 1865-66, given by the inspector in charge of the districts first selected:—

> "The patshalas have, on the whole, gone on well during the year. They have increased in numbers and in attendance of pupils, and yielded no inconsiderable amount of income to their gurus in the shape of schooling-fees. Exclusive of the four training-schools, and as many model patshalas attached to them, I had under me, on the 30th April last, 521 village schools, with an attendance of 16,561 pupils, who paid 26,507-1 rupees in fees and otherwise to their gurus. The total cost to Government in these schools was 21,643-11 rupees, and therefore less than two annas per month per pupil. The scheme of patshala improvement, therefore, still fully maintains its character of being the cheapest to Government, and most easily expansible of all the systems of elementary education yet brought into operation."

164. The model patshalas above alluded to form another not unimportant feature of this scheme, for it is, of course, desirable that the embryo teacher should have some practical experience in the art of teaching before he leaves the normal school, and the means of this is afforded by the model or practising patshala attached to the central institution. In these model patshalas the native system is adhered to as much as possible, so as to secure their being really models of what it is intended that the village patshalas should be. The following account of the model patshalas is given by the inspector of the eastern circle:—

> "In the constitution of the modern patshala, the native patshala system has been scrupulously preserved, but with such improvements as are desirable, which, while they promise success, avoid all unnecessary offence to established notions. The young lads attend school twice a day, and are arranged into the plaintain-leaf, the palm-leaf, and the paper classes. Zemindaree and Mahajanee accounts are largely taught. The schools open and close with the recitation of short songs in praise of our Maker, and on other appropriate subjects."

165. The following interesting account of the signing of the village contract is given by the same inspector:—

> "It was past 11 A. M. when I reached Momilpore, a village in Rungpore. I was taken to where the head man of the place, a Mahomedan, with his relatives and servants, was preparing a mill for clearing the sugar-cane of its juice. At my approach he came up to me, saluted me respectfully, spread with his own hands several bundles of straw, on which one of his relatives hastily spread out a mat quickly snatched from a house close by. I took off my shoes and hat, and sat there. A large number of villagers assembled round me. They enquired, and I explained to them, the object of my visit. They heard me with attention, appeared pleased, but no less surprised; and, after some further inquiries, expressed themselves willing to set up a patshala. A nominee was after much difficulty fixed upon. They then desired me to wait till their brethren returned from the fields, as their consent and signatures were also necessary. On my telling them that I was willing to proceed to where their friends where, they seemed much pleased, and those who were not to accompany me were about to sign, when, considering that all this hasty consent might as quickly be withdrawn, I now

spoke in such a way that less willing men might easily have found some pretext for withholding their signatures, or, what is a polite way of evading, ask time to re-consider the matter. When I spoke in strong terms of the engagement to refund 60 rupees, in case they failed to establish the patshala, the younger brother of the head man, after some expressions about their sincerity, volunteered to make good the money himself, and gave the guru two slaps on the back to cheer him on. Finding them really in earnest, I again clearly explained myself; and having got the signatures of some, after the contract was read out once more by one of them, proceeded with the rest to where their comrades were reaping in the fields. We all walked together, and new accessions swelled the party, till in about 15 minutes we reached our destination. The men left their work and drew near. We sat down, and the head man undertook to explain the scheme. This is always very desirable. When he had done, I spoke. Their consent and signatures soon followed. Some of the elders could actually sign, while others made marks. I had previously come to know that there was a patshala in this village some 10 years ago. Having then talked with them of the threatened famine, and of the best way of manuring their fields, I left the place at past 1 P. M."

It is quite clear that the villlage contract is a useful feature of the scheme, for it secures for the future school the interest and patronage of the influential residents of the village.

166. I have already devoted more space in this note than can well be spared to the description of this most interesting scheme for encouraging the education of the lower orders of the Bengal people. There can be no doubt that it promises to be the best scheme that has been tried. It takes as its basis the national schools of the country, and it improves them at a cost sufficiently small to admit of a really wide extension of the system. The schemes attempted hitherto failed in one or other of two ways, viz., either—(1) by establishing Government or grant-in-aid model schools, which were filled by a class of the people far higher in the social scale than the labouring and agricultural population whom it was desired to influence; or (2) by attempting to encourage good teaching in village schools, the masters of which, however ready to take the offered rewards and to do their best to win them, were, from defective education, quite unable to carry out the desired reforms.

167. I do not mean to say that the new system affects only the labouring and agricultural population. In some parts of Bengal perhaps its principal effect is upon, what may be called, the middle classes of the people. This is shown by the following extract from the report of the inspector of the central, or first-instituted, circle:—

"I tried to point out in my last annual report, as well as on other occasions, that the patshalas are not and cannot be schools for the masses *exclusively*. I showed in that report that they are primarily preparatory schools for the children of the higher and middle ranks; and, at the same time being extremely cheap, are attended largely by children of the lower orders."

In the other, or eastern circle, it would seem that the scheme is more directly operative on the agricultural population, as may be gathered from the following extract from the inspector's report:—

"I have heard it talked of, even in high quarters, that the patshala system is not working among the masses. This, I think, is far from being the truth, though it is certainly to be owned that it does not influence the masses alone.

"Of the schools I visited in the Burdwan division (belonging to the other inspector) some had a sensible falling off in attendance during the growing and reaping seasons, when labourers cannot forego the assistance of their children. These children will, on all hands, be allowed to belong to the masses.

"My own division, however, is peculiarly the land of the masses. In Dinagepore and Rungpore, I do really feel that I am working among the lower classes. There the bulk of the people are agriculturists, while the higher orders are almost unknown.

* * * * * * * *

The diaries of deputy inspectors teem with names of villages composed entirely of agriculturists."

168. It would be wrong if I were to pass from the description of this scheme without mentioning the names of the inspectors,* to whose able and zealous supervision the successful working of the system is doubtless due in no small degree.

* Baboo Bhoodeb Mookerjee, central division.

169. A somewhat similar system was tried with less success in Assam, where it was attempted to improve the village schools by training the teachers at a normal

Baboo Kassee Kanth Mookerjee, east division.

normal school at Gowhatty. Recently two new normal schools have been opened at Tezpore and Seebsaugor; and the subsidy allowances formerly given to the teachers in proportion to the number of pupils on their rolls have been re-distributed at fixed rates of five rupees and six rupees each for 114 schools. Better results are looked for.

170. The other systems of primary education in Bengal were thus described in the report of 1863-64 :—

"The lower class of Government schools consists of the practising Patshalas attached to the Normal schools for training Village Gurus (to be mentioned below), and of some very cheap and elementary schools in Behar, which are at present far from being in a satisfactory condition. These latter have, for the most part, been working with untrained and unteachable masters, and little improvement is to be expected till this incubus is removed, and the present useless teachers are succeeded by men of a different stamp who have been properly instructed in the duties of their calling. An account of these schools will be found in Mr. Fallon's Report printed in Appendix A.

* * * * * *

"The private schools of the lower class, in which the standard of instruction is such as is suitable for the education of the 'masses', comprise some 'circle' mission schools receiving allowances under the grant in aid rules; a large number of schools in the central and south east divisions, established under what is called the 'circle system;' the Village Patshalas, under the charge of the additional inspector in Zillahs Burdwan, Nuddea, and Jessore; the indigenous schools, under improvement, in Behar and elsewhere, by a system of rewards; the subsidized village schools in Assam; and many missionary schools maintained with the aid of Government for the education of the Sonthals, Cossyahs, Kacharis, and other uncivilized tribes. For details regarding these schools, a reference must be made to the reports of the several inspectors, which are annexed in Appendix A."

171. Of these, perhaps the circle system is the most important. It is thus described in the Bengal Report of 1863-64 :—

"Former reports have described at length the system of circle schools originally brought into operation by Mr. Woodrow. The primary object of the scheme was the improvement of the indigenous village schools by giving rewards to the Gurus and their pupils, and providing each 'circle,' which generally consisted of three schools, with a 'circle teacher,' whose duty was to give instruction in each school for two days a week in rotation. The plan, with such modifications as circumstances have suggested, is working with considerable success in the central and south east divisions; but, as observed above, the schools are not mainly attended by the lower orders which are supposed to constitute the masses, and many of them have come to be good vernacular schools of the middle class, competing successfully in the vernacular scholarship examination. These schools, however, cannot generally be regarded as in any sense the representatives of pre-existing indigenous schools, since very few such schools were found in the districts in which the scheme has been introduced.

"The actual plan of operationsis thus described by Mr. Martin:—'A good locality for a circle is fixed upon. If there is a *bonâ fide* Guru there, he is persuaded to admit the circle pundit; and then by his and other assistance two or more schools are established in neighbouring villages at the expense of the villagers, and placed under the care of young and intelligent men (chosen by the deputy inspector), who have received some education, and are capable of improving themselves with the assistance of the circle pundit. If there are no schools, the villagers are promised a pundit if they open schools attended by 120 pupils, and taught by men nominated by the deputy inspector, and as a suitable locality is fixed upon in the first instance (one too in which there is no chance of an aided school) there is generally little, if any, difficulty. When there has been a Guru of the old school, it generally occurs that within a short time he finds the work tedious and competition hopeless, and betakes himself to some other occupation, leaving the field to be worked by a set of young men taught in our own institutions.'

"In 1855 a grant of 1,500 rupees per mensem was sanctioned for working the circle system, and this was subsequently divided in equal portions between the Central and south east divisions. Last year Mr. Martin, having reported that he should have no difficulty in doubling the number of his circles within a very short time if the necessary funds were placed at his disposal, sanction was obtained for the establishment of 30 additional circles in his division, at a cost of 750 rupees a month. The entire grant for circle schools amounts, therefore, at the present time, to 27,000 rupees per annum; of which, 18,000 rupees is assigned to the south-east division, and 9,000 rupees to the central division."

172. In 1864-65 an attempt was commenced to improve the sanscrit toles in some parts of East Bengal. The Sanscrit toles are quite distinct from the Patshalas, being schools in which the philosophy and religion of the Hindoos are taught through the medium of the Sanscrit language. The Tole Gurus

exercise a considerable influence over the people, so that any improvement in the instruction which they give is an object of importance. The following account of the experiment is taken from the report of 1864–65 :—

> " A grant of 350 rupees has been sanctioned for one year for the introduction of an experimental measure in East Bengal for the improvement of indigenous Sanscrit toles, by systematizing the instruction conveyed in them and improving its quality. A scheme of studies has been prepared, and scholarships and prizes have been offered to the tole students who pass an examination in the prescribed subjects with credit. Rewards are also promised to the pundits of those toles which send up successful candidates. Under this scheme 11 toles have sent up 39 candidates for examination. The result was not known at the end of the year."

From the Inspector's Report for 1865–66 the system appears to be at a stand-still, owing to " a hostile social movement" raised against it.

North Western Provinces.

173. The 8,258 lower class schools in the North Western Provinces are made up as follows :—

	Number of Schools.	Pupils.
Government Institutions :		
Hulkabundee Schools - - - - - - - -	3,097	95,535
Private Institutions :		
Aided Schools - - - - - - - - -	43	2,827
Indigenous Schools, unaided - - - - -	5,118	56,893
TOTAL - - -	8,258	1,55,255

174. The " Hulkabundee" or " circuit" schools were introduced first some 15 or 16 years ago. The villages were portioned off into circuits, in each of which a school was established under the direct management of Government. The salaries of the teachers varied from 36 rupees to 60 rupees per annum; and the expense was met by a local contribution or cess nominally voluntary. The cess is calculated in different ways in different districts. The collector either determines the number of schools on the area and population of the district, and distributing the cost of maintenance over the revenue deducts an equivalent per centage; or he may consider one per cent. on the revenue a fair cess, and adapt his expenditure and number of schools to the amount which this per centage realizes; or he may take into account the wants and capabilities of the several circuits and deal separately with each. In all this he is presumed to have the consent of the people who are so assessed. It has recently been attempted to put the system of local assessment on a more secure footing. The late Lieutenant Governor, Mr. Colvin, recommended, and the court of directors sanctioned, the imposition of a one per cent. school cess in all new settlements, to be so calculated as to fall half on the proprietor and half on Government. The rules promulgated for guidance in this respect are included in what are known as the " Seharunpore settlement rules."

175. In his report for 1858–59 the director of public instruction wrote :—

> " The circuit school system, wherever it has been introduced, has revolutionized popular education. It has trebled or quadrupled the attendance at school. It has introduced useful and instructive studies, and an efficient organization in place of an utter absence of books without any system. It has improved the status of the teacher, has rendered him independent of individual caprice, and has placed the school on a more permanent footing.' In the report for 1860–61 it is further observed that the system ' is gradually spreading, and will before long cover the land.' The present condition of the Hulkabundee schools is thus described in the report for 1860–61 :—
>
> " The schools are very unequal in merit. Those in the first, second and third circles are, in many instances, superior to many of the Tehsilee schools in those divisions, while

while a large proportion of them are better than the Tehsilee schools in the Saugor and Nerbudda territories. The average attendance per school, which for the whole North Western Provinces is 21·6, ranges from 4·7 in Seonee to 42·8 in Etawah."

The following remarks, taken from the report of 1861-62, may also be added :—

Para. 1.—"The results to be considered in this section go to prove that the system of popular vernacular education, which has been on trial for 12 or 13 years in these Provinces, and has been regarded with interest, or taken as a model by other Governments, is extending its usefulness year by year. Its stability and aptitude for internal development and improvement is no longer doubtful, but the need of a vigilant system of inspection, and particularly of local encouragement, to aid the work of the departmental officers, is strongly marked, and is a feature peculiar to the country. The prosperous establishment of the Etawah district schools is a proof of what may be accomplished by local encouragement; but the state of those schools, as reported on by the late inspector of the second circle in December 1861, shows the absolute necessity of an organized departmental supervision.

2.—"The extension of the Hulkabundee School system over every district in the North-Western Provinces is a matter of time. When that is accomplished, a very considerable proportion of the school-going class will be brought under our direct teaching. At present strange contrasts exist; for instance, in the rich district of Bareilly, to the north, there is not a single Hulkabundee school; in the poor district of Jhansi to the south there are 77 schools, with 2,202 boys, and a fund available for building purposes of 20,000 rupees. In many of the districts of the Doab, the schools have been long established, and are increasing month by month. In Furruckabad, one of the wealthiest, they are just beginning to exist. In some of the famine-stricken regions the Hulkabundee schools maintained their vigour, whereas in more favoured places at the same period they apparently fell away."

176. In some instances, and especially at certain periods of the year, it is difficult also to keep up the attendance. The following remarks made by Mr. Griffith, Inspector, 3rd Circle, in the Report of 1860-61, will illustrate this :—

"The bulk of the Hulkabundee scholars are agriculturists; their time is most precious to their parents, and when the mangoes are ripe, or the crops are being stocked, on no account they can be spared: nay, each family has some cattle, and each family must send a child to look after them, and the more so since pounds have been introduced in these Provinces. The agriculturist boys are temporary visitors, and they flock to our schools periodically; and, as the average is struck for the whole year, it must be a low one for the Hulkabundee Schools, if they are reported truly, till people value education more than food and necessaries of life."

177. In 1863-64 the Hulkabundee system was extended to the districts of Jaloun, Humeerpore, and Cawnpore. The school cess (which provides funds for these schools) was also successfully introduced throughout the 3rd or Benares Circle, notwithstanding that it comprises four permanently settled districts. In all these districts the landholders have voluntarily consented to pay the education rate, a fact which may justly be regarded with great satisfaction.

178. There are still districts, or portions of districts, without Hulkabundee schools; and the educational officers all look forward to the extension of the cess by the progress of the re-settlement operations. The following remarks made by the Inspector of the 1st Circle (embodied in the Education Report of 1865-66) give an encouraging proof of the growing appreciation of these schools :—

"There can be no doubt that these schools have now taken deep root. The difficulty no longer is to persuade the zemindars to allow a school to be opened in their village, but to select, as localities for the number of schools that can be afforded, villages the residents of which manifest the greatest desire for instruction, and where the greatest amount of good is likely to be effected. No inconsiderable portion of the inspector's time while on tour is now occupied in listening to the petitions of zemindars for new schools, or for the restoration of schools which for some reason have been withdrawn."

179. The 43 aided lower class schools in the North-Western Provinces are composed for the most part of Mission Schools, or schools supported by native gentlemen.

180. The 5,118 indigenous schools entered in the Returns were described generally in the Report of 1863-64 in the following terms:—

"Schools of the lower order, which have generally received the designation of indigenous, are the Persian, Arabic, and Sanscrit bazar schools, which are visited from time to time by the deputy inspectors of the department. An accurate calculation of the attendance and expenditure on these schools is next to impossible. The teachers keep no registers, and the salaries paid are irregular. As a rule, the average attendance seldom exceeds nine boys; and, as a better style of education creeps into fashion, attendance at these schools will fall lower. The character of the teaching has often been described. The hope of reform is very small, for the teachers are set against it, and desire no assistance from Government which shall involve the trouble of improvement.

"Indigenous schools are gradually giving way before the steady advance of the Government system of education. I observe that in the 1st Circle alone 142 schools have been closed during the year. As might be expected, the largest number of existing schools are to be found in the Bareilly and Bijnour Districts, where the Hulkabundee system has not been introduced. In Bareilly there are 557 schools, with 4,804 scholars; in Bijnour there are 373 schools, with 3,558 scholars. Again, take the two best districts of the Circle, and the result is that in Boolundshuhur alone 43 schools have closed this year, and in Meerut 33."

Since 1863-64 about 600 more of these indigenous schools have been closed, yielding apparently to the advance of the Hulkabundee system.

Punjab.

181. The 1,771 lower class schools in the Punjab consist of 1,746 village schools (supported by the proceeds of the Education Cess, and corresponding to the "Hulkabundee" schools of the North-Western Provinces), 22 gaol schools and three indigenous schools, aided under the grant-in-aid rules.

182. There has been no advance in late years in the number of village schools in the Punjab; indeed the number in 1865-56 is 61 less than in 1863-64; but the number of pupils has increased from 51,753, to 56,593.

183. The gaol schools (numbering 22) were first placed under the Education Department in 1862-63. One or two trained teachers, aided by pupil teachers selected from the prisoners, conduct the classes. The pupil teachers are excused from labour, and occupy themselves partly in teaching and partly in learning, with the view of better qualifying themselves as teachers.

Madras.

184. The lower class of schools in Madras is represented by one Government School at Striharicottah for the Yenadis, a wild tribe inhabiting a jungly island to the north of Madras; 16 Government Schools for the Hill Tribes in Ganjam, and 825 private aided schools. These private aided schools are composed of the following, viz.:—

(1).—"Rate Schools" supported by an Education rate, levied under the Madras Education Act. Of this kind there are 79.

2).—Schools managed by Missionary bodies. The majority of these are managed by the Gospel Society (in various districts, but principally in Tinnevelly), and by the Church Mission Society (also for the most part in Tinnevelly).

(3).—The indigenous aided schools inspected by Government officers.

185. The development of education, under the Madras Education Act, has certainly not been great. The following remarks are made on the subject in review by the Madras Government of the Education Report:—

"The establishment of schools, under the provisions of the Madras Education Act, has not made much progress during the year under review. According to the Returns appended to the last Report, the number of schools supported by a rate at the close of the official year 1864-65 was 75, including 72 schools of this class in the Godavery District. At the end of 1865-66 that number had only risen to 79. Of the four new rate schools, one is in South Canara, and three in Malabar; the first mentioned being the Talook School of Mulki, which, at the request of the inhabitants, has been converted from a Government School into a rate school. The working of the Act in the Godavery District has not been satisfactory. The Inspector states that the machinery of the Act is 'ill-adapted to the purpose to which it has been applied in the Godavery District,'

District,' viz., the maintenance of elementary schools in villages the population of which is chiefly agricultural. The Commissioners, Mr. Bowers observes, 'are ignorant ryots, who care nothing for the school, and neglect their duties.' 'The only way,' he writes, 'in which they can be prevented from causing the abolition of the schools by simple inaction is to place them, in their capacity of School Commissioners, as they are in their capacity of Village Kurnums, under the authority of the Sub-Collector; but in that case the Act becomes a dead letter and a superfluity. This would be virtually a return to the ante-Act state of things, and would be an admission that these schools could never have been voluntarily maintained. Up to a very recent date, many of the masters had received no salaries for months.' From the Returns appended to the Director's Report, it appears that, in two of the talooks in which these schools are in operation, the amount of the collections under the Act was somewhat less than the Government grant.

"The difficulty of obtaining competent School Commissioners for the management of the rate schools is also adverted to by the Deputy Inspector of Schools in Malabar and Canara, in which districts, however, the Act appears likely to work well. In the latter district five middle-class schools have been established, and the preliminary measures for the establishment of five more, under the provisions of the Act, had been carried out before the close of the year One of the latter, an Anglo-Vernacular School at Palghat, has been opened since the close of the year, with an attendance of 400 pupils. The Deputy Inspector reports that for this school a building, capable of accommodating 500 boys, is to be provided, at an estimated cost of 16,000 rupees, and the school is to be eventually placed under a graduate of an English University. He adds, that the introduction of the Act would succeed as well in Canara as in Malabar, were trained teachers available. In Coimbatore the inhabitants of 54 villages had placed themselves under the Act, and in 24 of them Commissioners had been appointed; but in none had any schools been opened before the close of the year. In only two had the Commissioners commenced to levy taxes, and even in these they had not ventured to employ any coercive processes, but had collected only from those who paid, if not willingly, at least without legal pressure. From what is stated by the inspector, it is to be feared that, in this district, the applications for the introduction of the Act can hardly have been voluntary in the true sense of the term. The matter is one which should be at once looked into."

186. In the schools managed by Missionaries no material extension of operations has of late taken place. About 245 of the lower class schools appear to belong to this head.

187. The indigenous schools under inspection number 498. They received grants aggregating 3,777 rupees on the "payment by results" system. The system is considered to have worked well, and its extension to indigenous schools in every district has been directed by the Madras Government.

Bombay.

188. Of the 1,177 lower class schools in Bombay, 1,108 are Government Institutions and 69 private institutions. In Mr. Howard's Memorandum of June 1865, the following account is given of the recent history of primary education in Bombay, and the difficulties which were encountered in the attempt to improve it.

Para. 47.—"No less pains were spent on the great question of popular education. It was long disputed in the time of the Board of Education, whether instruction for natives should be chiefly Vernacular or chiefly English. The Vernacularist party in the main prevailed; and while English was little cared for, except at the Presidency town, Vernacular schools were opened in large numbers in the Mofussil at the sole expense of the State.

48.—"Afterwards, in 1854, a partially self-supporting system was established. Henceforth no new school was to be opened unless it was provided with a house, and more than half maintained by the people. It was hoped that existing schools would, by popular contributions, be gradually put on the same footing. The Educational Department inherited the partially self-supporting system from the Board; and under it more than 200 Vernacular schools were opened in the course of two years. A zealous educational officer could without much difficulty induce village communities to consent to establish a school, and to enter into the necessary agreement for its partial maintenance, but it was not foreseen that the agreement might not be observed and could not possibly be enforced. Further expansion in this direction was checked in November 1856 by the Supreme Government, who disapproved of the partially self-supporting system. Financial difficulties, caused by the mutiny, soon followed. All increase of educational expenditure was absolutely forbidden; and the work for the Educational Department then was to retrench, and, if possible, not to go back. The two years that followed were employed in organising the existing schools. Stricter discipline was introduced. The school fee was levied from all but 20 per cent. of poor

scholars, cheap and improved school books and maps were produced. Each boy was compelled to buy the text book of his class. Registers were more carefully inspected, and nominal attendants were struck off the roll. It was a time of hard work, and the village schools were reduced to order. But their number could not be increased; and the apparent, though perhaps not the real, attendance was diminished. A new impulse was given in 1859 by an order of the Secretary of State, permitting, what before was forbidden, the re-distribution of school expenditure. The Statistical Returns at once began to improve, and from that day progress has been uninterrupted. The number of the Vernacular schools has, since 1854-55, risen from 240 to 925, the attendance from 18,888 to 61,629.

49. "This development is due, as before has been set forth, not to the increase of the Imperial grant, but to the voluntary contributions of the people. It was not, however, supposed that the ultimate wants of the country under the head of National Education, could thus be provided for. How to meet those growing wants was earnestly debated. The partially self-supporting system was gradually dropped by common consent. In place of the popular subscription so lightly promised, so reluctantly paid, an enhanced fee was levied amid general satisfaction. Mr. Coke deserves the credit of this change.

50. "Every suggestion for extending the area of popular education was discussed. The project of working through the existing indigenous schools was carefully considered, and unanimously, or almost unanimously, rejected. The grant-in-aid system was clearly inadequate, and was pronounced by the Secretary of State to be so. It was necessary to look to the direct action of the Government. Proposals were made to levy an educational tax, and whether this should be compulsory or voluntary was warmly disputed. I took the voluntary side, on political grounds, and drafted an Act analogous to the Municipal Act (XI. of 1853) to enable communities to tax themselves for common schools. I also recommended the immediate levy, where it was legal, of the extra land assessment, which had been reserved for education, and the collection of all other local funds (as 'chilhur' and the like) which might be made applicable to the same purpose. I also sketched a plan for constituting each talooka an educational district, with one principal and affiliated humbler schools. This is known as the 'talooka system,' and has been kept in view in all recent developments of Vernacular education.

51. "At length in 1864 the Bombay Government were pleased to levy the extra land assessment, and declared a proportion of it to belong to education in the district where it was levied. Local funds of other kinds were also collected, and Zillah Committees, in which both the revenue authorities and the director of public instruction were represented, were appointed to control the expenditure of the local income on schools and other objects. This system is new, and has hardly had time to bear fruit."

189. The local cess above referred to yielded in 1864-65 2,15,359 rupees, and in 1865-66 3,19,524 rupees. The agriculturist ratepayers, however, do not seem to get the full benefit of it. I have already noticed the fact (paragraph 167 above) that no less than 1,10,875 rupees of the proceeds of the "local rate of assessment" were accredited in 1865-66 under the head of "Middle Class Schools." 11,930 rupees were credited under the head of "Higher Class Schools," and 14,469 rupees under the head of Institutions for special or professional education principally on account of Normal schools. The above items aggregate 1,37,274 rupees, deducting which from the total receipts, 3,13,524 rupees, there would be left 1,76,250 rupees available for lower class schools; but, in point of fact, only 49,301 rupees are credited under the head of "Lower Class Schools."

Good use, however, appears to have been made of this sum, as may be inferred from the following extract from the Director's Report of 1865-66:—

Primary, or vernacular schools.

Para. 52. "The operation of the local cess has given us an increase of 229 in the number of these schools, and of 23,041 in the number of scholars, during the year. In Guzerat I was impressed with the vitality of primary education, and was pleased to find that boys belonging to the cultivator class were beginning to attend the Vernacular schools in considerable numbers. But I am not yet in a position to pronounce, from personal knowledge, on the primary education of the Presidency. Two points in the subject are clear:—First, that in order to form a judgment, we require more definite standards of examination; secondly, that in order to improve the teaching of the native masters, we require an enlargement and improvement of our training establishments."

Oude.

190. The lower class of schools is represented in Oude by 61 Government Hulkabundee Schools, and 36 private schools. The private schools are all aided under the ordinary Grant-in-aid Rules.

191. The

191. The Hulkabundee schools are all situated in the Ooonao district, the recent re-settlement of which provided the means of establishing village schools on the system first adopted in the North-Western Provinces. These schools were only started in 1865–66; and the results are very encouraging. As the settlement operations advance, the system will be extended to all districts in Oude.

192. The village school teachers are all trained for their work in the Lucknow Normal Schools, to which they go for a year for the purpose, getting stipends of four rupees each while under training.

Central Provinces.

193. The lower class of schools in the Central Provinces, consists* of 546 village or Hulkabundee schools, supported by the education cess, and 680 private schools. The latter number is made up of 661 indigenous schools, and 19 zemindaree schools, maintained by feudatories and zemindars on their estates. The school cess in the Central Provinces was doubled in 1864–65, and the extra funds thus made available were found very useful in increasing the salaries, and thus securing a better class of teachers. The number of vernacular languages existing almost side by side in the Central Provinces, renders it particularly difficult to get good teachers on small salaries. The additional funds were also partly expended in the erection of suitable school houses.

194. The indigenous schools are thus described in the Education Report:

"These schools may be divided into three classes—

"1st. Those receiving a regular monthly grant from Government.

"2nd. Those receiving grants under the payment by result rules.

"3rd. Those receiving casual gifts, in money or books, for the masters or pupils.

"Of the 1st class there are only five; the grants have all been made recently, and with the object of establishing schools in localities where none previously existed, and where it was not desirable to establish a Government School, or where a Government School could not be established at so low a cost. Schools of this kind should, after having been established two full years, be aided not by a regular monthly grant, but according to the rules for payment by results. In the 1st class there are five schools receiving monthly grants aggregating 45 rupees.

"Of the 2nd class, during the past year, 25 schools† have presented pupils for examination, and a total of *Rs.* 408. 1., has been paid, the largest amount paid to one school was *Rs.* 47. 4. Of 273 pupils examined, about 20 per cent. failed. The only districts in which teachers have come forward to claim rewards are Saugor, Nimar, Nursingpore, and Nagpore. I do not feel satisfied that proper attention has been paid to this very important branch of our educational system, and district inspectors have not yet thoroughly explained the rules to the teachers. A number of schoolmasters in the Jubbulpore district, who received grants last year, refused to receive them this year; and one of the most intelligent of the class informed the inspector the reason was that the parents of the children objected strongly to his taking any aid from Government; they seemed to dread it as the insertion of the thin end of some mysterious wedge. When the rules for regulating these payments by results were drafted, I thought them sufficiently liberal; but a revision will be necessary, as they are not so liberal as the rules in other parts of India, which have for many years enjoyed greater educational advantages than the Central Provinces. I shall submit shortly a revised code of rules.

"The schools of the 3rd class now number 656, with 12,267 pupils. The most remarkable development of these has taken place in the district of Sumbulpore, and particularly in the Burghur Tehsilee. At the close of 1864–65, there were 42 indigenous schools in Sumbulpore, with 647 pupils; there are now 114 schools, with 4,340 pupils, and during the same period, schools of every description and scholars have very largely increased. The people also have subscribed liberally; besides what they pay directly to the teachers, and which it is impossible to state with any degree of accuracy, they have subscribed for the building of school houses, and for the maintenance of the schools, a sum of 3,350 rupees. When it is remembered that only four years ago this district was not free from rebels; that at that time, what the Central Provinces were to the other Provinces of India, so was Sumbulpore, the Boetia of the Central Provinces, I think it will be admitted that the good work inaugurated by Captain

* There are also a number of police and gaol schools, of which mention is made in the Report, but they are not directly under the Education Department, and are not therefore included in the statistical returns.

† These have not been included in the statistical returns.

Captain Cumberlege is not the least important, or the least interesting page of this year's history of British India. The hearty manner in which the people have seconded the district officer's exertions for the education of their children is a proof that old animosities have passed away; and in their enlightenment we have some security for their continued loyalty. I append extracts from the memorandum of education by Captain Cumberlege and his district inspector for the last quarter of 1865–66, detailmore fully than I can do in this report their operations during the past year. They will well repay perusal, and their publication would be useful to the officers of their districts."

Mysore.

195. The lower class of schools is represented in Mysore by 32 Government Vernacular Schools, and by 15 Grant-in-aid schools of a similar class. The private schools are designed almost exclusively for Mussulmans, and are reported to be wanting in order and system. Improvement, however, is expected, as they are stated to have been recently better supplied with books. and regularly visited by the deputy inspector.

British Burmah.

196. The statistics for British Burmah, have not, as already explained, been included in the general statement; but it may be hoped that the recent appointment of a director of public instruction will ensure the receipt of full information with the prescribed statistical statements in future years.

197. There are about 259 lower class aided village schools in British Burmah, superintended by missionary bodies, with about 3,691 pupils.

198. It is expected, however, that it will be soon possible to make progress in the direction of encouraging the existing indigenous schools of the Province. The following account of these institutions was given in 1864 by the Chief Commissioner:

"The existing native schools of Burmah are the Buddhist monasteries. The monks are supported by the daily alms of the people. The fabrics are generally built by private individuals as works of religious merit. The monasteries have no endowments. The monks, who inhabit them, perform the priestly offices required by the laity, and educate children. For these services they are supported by voluntary gifts and daily alms. There is scarcely a village in the whole country without one of these institutions. For the great mass of the pupils, it may be said that the education imparted does not go beyond instruction in reading and writing the vernacular language, that is, Burmese, and the rudiments of arithmetic. For those who intend to enter the priesthood, of course a higher degree of instruction is necessary, which need not here be described. As a general rule, it may be stated that all instruction among the Burmese people is carried on in the monasteries. There are a few private schools here and there, but they are exceptional. There is no other regular plan or system of schools which could be taken in hand and improved. I would not recommend that Government should set up schools in the villages as additional, or in opposition to the monasteries; such a scheme would inevitably be a failure."

199. As regards the proposed plan of improving these schools, the Chief Commissioner expressed the following opinion:

Para. 15. "To carry out this plan, I am of opinion that we should do nothing more than induce the monks in the several monasteries to accept certain books for the instruction of the pupils. We may already have some excellent school books in the Burmese language.

They are as follows:—

"1. Geography, by the Reverend G. H. Hough (maps wanting).
"2. Treatise on Land Measuring and Triangulation.
"3. Stilson's Arithmetic; an admirable work.
"4. 'The House I Live in;' translation of an interesting little work on human anatomy.
"5. Sketch of Ancient History, by the Reverend E. A. Stevens, American Baptist Missionary.
"6. Legendre's Geometry.

"If there were only a work on elementary astronomy, we really have every book required to commence the work now proposed.

"The task of inducing the Buddhist monks generally to accept of and teach these works in their monasteries, of course in addition to the existing ecclesiastical or theological course of education, would require very great tact, judgment, and discretion.

Some

Some Buddhist monks, to whom I have spoken on the subject, have not been averse to the plan. The work would have to be superintended by a man of superior attainments, one well acquainted with the Burmese language and the character of the people."

200. In pursuance of the above suggestion, steps were taken for the appointment of a Director of Public Instruction. The appointment did not actually take place till August 1866. The following account of the success already met with was given by the Chief Commissioner in February last:—

"It will be seen that, notwithstanding some opposition, there has been so far very encouraging success. In the towns of Rangoon and Moulmein the Buddhist monks of 45 monasteries, having 115 pupils, have allowed the books on arithmetic and land-measuring, and in some instances geography, and a small book on anatomy, to be taught. The monks themselves will not teach these books, partly from a feeling of pride which will not allow them to teach foreign books, and partly from an ecclesiastical prejudice peculiar to Buddhist ascetics, that the only true knowledge is contained in the Beedagat, and that worldly knowledge is waste of time. Still they allow the books to be taught."

Berars.

201. There are apparently 29 Mahratta village schools in the Berars. It has been proposed to increase this number by the addition at once of 72 new schools. No detailed information is available respecting these schools; but, now that a regular Education Department has been organised in the Berars, it may be hoped that full information will be available in future years.

Female Schools.

Bengal.

202. In Bengal, there are three Government Schools for the education of Native girls, with 153 pupils, and 217 private schools, with 5,559 pupils.

203. The Director of Public Instruction has made no remarks whatever in his Report for 1865-66 on the important subject of Female Education. This is a great omission; for, though some of the appended reports of the inspectors contain information on the subject, it would have been only proper to give prominence to the matter by a few remarks from the Director himself.

204. Mr. Woodrow, the Inspector of the Central Division, evidently takes a great interest in the subject. He opens his remarks on the subject with the following paragraph:—

"*Female Education.*—The most interesting feature in the educational operations of the year is the extension of female education. Not only is there an increase of the numbers under instruction, but owing to the beneficial action of the Ooterparra Desh Hitoyseni Shova, there is a prospect of general improvement in the quality of the instruction imparted. I last year reported that 'the total number of girls attending schools in the Central Division, exclusive of the Bethune and several private schools, was 999 in April 1863, and 1,530 in 1864.' In 1865, the number had risen to 1,963. In April 1866 it amounted to 2,823. Counting in the Bethune School and the girls in six missionary schools in the Nuddea Zillah, the number is 3,307. Female education being yet in its infancy, it is interesting to the public to know how these numbers are made up, and in what parts of the country the advance is most perceptible."

Mr. Woodrow then goes on to give a detailed list of girls' schools, showing the following results:—

	Pupils.
Aided by Government:	
Schools	1,877
Circle Patshalas	90
Zenana Associations	610
Unaided:	
Under Missionary Bodies	442
Under Native Managers	103
Girls attending Schools for Boys	60
Government Female School (Bethune School, Calcutta)	125
Total	3,307

He adds the following remarks:—

"There are now 58 grant-in-aid schools, with 1,877 girls in them, against 36 schools, with 1,219 girls last year. The two Zenana Associations, with 278 ladies under instruction, have increased to four associations, with 610 ladies. The number is increasing monthly, and want of funds, rather than want of houses open to instruction, now places the limit on rapid extension. The girls attending circle schools have fallen off from 135 to 90, and those attending schools for boys, from 82 to 60; but those attending unaided girl schools have increased from 149 to 208. On the whole, the total shows an increase this year from 2,008 to 2,970, or of 962 girls. This success attending the efforts of the Ooterparra Association for promoting the good of the country deserves to be brought prominently to the notice of Government."

205. In the South-East Division there is a Government training school for mistresses at Dacca, with 24 pupils on its rolls; and it is stated by the Inspector that "applications have been received for mistresses from Rajshahi, Rungpore, Calcutta, and Sherepore." There are altogether in the South-East Division 64 girls' schools (53 of which are aided by Government), with 917 pupils.

206. In the South-West Division there are 30 girls' schools (26 of which are aided), with 1,010 pupils. In the North-West Division there do not appear to be any measures on foot for female education, and the returns do not include any girls' schools.

207. In the North-East Division there are 25 girls' schools (all aided), with 530 pupils.

North-Western Provinces.

208. In the North-Western Provinces there are 497 Government schools for girls, with 9,269 pupils, and 77 private schools, with 1,494 pupils.

209. About 100 of these schools were added in 1865-66. The Director of Public Instruction refers to female schools in his report for that year, in the following terms:—

"These schools are all of the most elementary description, the expenditure is limited, and the parents of the children are generally poor. They are a beginning by no means despicable, and are under careful inspection. Coming across, as I do, in the course of my tours, towns where formerly at the mention of girls' schools, one's Native advisers and coadjutors would shake their heads, but where now girls' schools are in healthy operation, I cannot but look forward to more extended results, though it will be long before we overtake the ignorance of the population. The visits of experienced officers are not regared with distrust. The natives soon grow familiar with an inspector who performs his work honestly and regularly, and place confidence in his advice. Younger and less experienced officers, who are naturally less able to make allowance for deficiencies, which even the most cursory inspection will disclose in schools, perhaps of only a few months' standing, have in some instances caused discouragement by the tone of their remarks. Deception in the matter of attendance cannot at first be altogether avoided, and will gradually disappear before a patient examination into results such as that which has been conducted during the year of report."

210. There are also two recently established normal schools for mistresses, one at Agra and another at Ourai, a village about 13 miles from Futtehpore. Both these institutions are favourably noticed by the inspectors, and the Director makes the following remarks regarding them:—

"Small normal seminaries of this character are manageable; and, when the experiment has been fully tested, I shall ask the inspectors to consider the advisability of establishing one in each district, for the improvement of the girls' schools in that district,—it being manifestly unadvisable, if not impossible, to institute one large norma school for the whole of the circle, as, in the case of schoolmasters, steadiness, rather than rapidity of progress, has hitherto been our aim, and results seem to prove the wholesomeness of the principle."

Punjab.

211. The 1,029 female schools in the Punjab, with their 19,561 pupils, are composed of 333 Government schools and 696 private schools.

212. As the Punjab stands foremost of all other provinces in respect of the numerical results of female education, it may be well to give here some account of the rise and progress in that province of so recent but important a feature of educational operations.

213. The

213. The following paragraph extracted from the Punjab Education Report of 1862-63, refers to the period when the first real impulse was given to the movement in favour of female education in the Punjab:

Training of governesses at Lahore and Umritsur.

"At the educational durbar * * * his honour, the Lieutenant Governor addressed the chiefs of Lahore and Umritsur, and called their special attention to the necessity for providing education for their daughters as they had already for their sons, and promised them assistance in carrying out any plan they might devise for that purpose. Accordingly committees were appointed at each of the two cities, and it was arranged that the family priests of certain of the best families, viz., 30 at Lahore and 40 at Umritsur, should undertake to teach, each of them at least, one female from his own or his client's families. While giving this instruction, the priests are to be paid at the rate of 10 rupees per mensem; and as soon as the pupils become proficient enough to impart knowledge themselves, they will be taken into the service of the families with which they are connected as governesses, and the pay of the priests will cease. The governesses will teach the females not only of their own or their patron's families, but also of respectable neighbours of a lower social grade. These again will probably be glad to open schools of their own, or to take service as schoolmistresses with Government or private persons. And so it is hoped that, beginning with the upper classes, the stream of female education will gradually permeate through the several strata of native society. For starting the scheme, which amounts to supplying the means of training within their home circles, at least 70 governesses, most of whom will be fit to act as teachers by the end of a year, the sum of 8,000 rupees is required for the year 1863-64, and special application has been made for it."

214. In the following year (1863-64), the director of public instruction gave the following account of the result of the scheme referred to above:

"In paragraph 64 of my last Annual Report, I explained how a scheme had been proposed for training up governesses, and placing them in the families of the upper classes of native society at Lahore and Umritsur. This scheme was afterwards changed; for it was found that the adult females, who were taken under instruction in the first instance, had domestic cares and duties which sadly interfered with their speedy advancement in study, and young girls were found much sharper learners than adults. Again it was found that there was no real objection to the employment of male teachers; whatever objection there was, was directed against the innovation of teaching females at all. And when, through the example set and arguments used by a few leading members of the native community, these objections were gradually overcome, the system of private female instruction by family priests in the houses of the chiefs and notables, and of schools in every mohulla for the wives and daughters of the middle classes, soon became generally prevalent. As these schools are not open to inspection, I am dependent for my information regarding them on the reports of the committees of native gentlemen; but from these reports, and from the great interest shown in the matter throughout by his Honour the Lieutenant Governor, there can be no doubt about the subject of female education having been taken up far more earnestly than could have been expected in so short a time. Most of the schools are probably very elementary, and a good deal of the scholars' time is no doubt devoted to instruction in their own religious books; yet a fair amount of attention seems to be paid to secular studies as well, and some few girls have made good progress, judging from the specimens of handwriting produced as the result of their unassisted efforts. I also understand that the teaching of plain needle-work has been commenced, and proves decidedly popular. One thing is at any rate very certain that the formation of these schools to so large an extent at the two chief cities of the Punjab has brought the subject to the notice of all classes throughout the province, and has greatly facilitated the spread of female education in other districts.

"I may also mention here that, within the last two or three months, Baba Khem Singh, a lineal descendant of the Guru Baba Nanuk, and greatly revered by all classes of his countrymen, has been preaching at Jullunder and its neighbourhood in favour of female education. He has since then spontaneously proceeded as far as the Rawul Pindee District, bent on the goodly work of stirring up the people to educate their daughters. The success of his mission has been immense, and girls' schools are now starting into existence by scores and even hundreds, I believe, in those parts of the Punjab which he has visited."

215. The results for 1863-64 in respect of female schools were thus described in the same Report:

"There are now 204 Government female schools, instead of only 103 at the beginning of the year. The number of girls has increased from 2,224 to 3,993; of whom 3,414 are Mahomedans, and 579 Hindoos; 53 of the girls in the Jullunder District are learning English, 439 Persian, 3,312 Oordoo, and 561 Nagree. The average daily attendance has nearly doubled, being now 3,058.

"These schools are all under the direct control of district officers, many of whom have interested themselves greatly in the matter, and have set them on foot at

considerable personal trouble. The charges are borne exclusively by the one per cent. Educational Cess Fund. The great difficulty is to exercise proper supervision over them. Although it would be obviously preferable to employ female teachers, and the want of them is felt by some district officers to be a great impediment to the progress of female education, yet the people do not seem to object to male teachers for their daughters, so long as they are allowed to make their own selection. And, strange to say, the selection not unfrequently falls upon young men, as well as old, occasionally on a mere lad, one of the senior scholars in a neighbouring town or village school. The prejudice against inspection in many places continues very strong, though it has been completely removed in others by the district officers. All that is necessary at present seems to me to be to withhold any good rate of pay from the teacher where the school is not open to occasional visits from the Deputy Commissioner, or at any rate from some trustworthy Native officer selected by him, and approved of by the people who send their children to the school. Money and official favour are the two great motive pioneers in this matter."

* * * *

"Of private female schools there are seven ordinary aided schools, six of which are connected with missions, and one is a school for girls of European parentage at Anarkullee, Lahore. This last is of a superior kind, and so are the orphanages at Loodianah, Umritsur, and Kangra. But, besides all these, there are the very important, though as yet elementary, female schools in the cities of Lahore and Umritsur, numbering no less than 223, and containing 3,841 scholars. These schools are entirely under the management of committees of native gentlemen at the two chief cities of the Punjab. Eight thousand rupees were assigned for their support as a special grant by the supreme government; but the amount actually expended on them has been 11,520 rupees from Government, and 1,404 rupees from private subscriptions and donations of the chiefs and notables."

216. So far as the female schools under private management were concerned, the requisite funds were supplied from Imperial revenue as a charge under the head of grants-in-aid. In respect of the female schools under Government management, the funds were, in the first instance, made available from the Education Cess Fund. Towards the close of 1864 the female schools, under the direct management of Government, numbered 192, costing 1,633 rupees per mensem; and there were 55 more, costing 270 rupees per mensem, which had been started and kept up on promises held out to the teachers that Government would eventually grant them salaries. On a representation shortly after made by the Lieutenant Governor, the Government of India sanctioned an assignment of 10,000 rupees per annum for three years from Imperial revenue towards the support of these schools, leaving the cost of such schools as were situated in agricultural villages to be met from the Education Cess Funds. It was at the same time observed that any further extension of female schools should be carried out on the grant-in-aid principle, which, it was remarked, if readily accepted, would "afford some test and pledge that the spread of female education is real and truly desired by the people of the Punjab." While anxious to afford every encouragement to the spread of female education, the Government of India did not wish that educational or district officers should allow their zeal to betray them "into so exercising their influence with natives of the better classes as to amount in fact to a pressure which the natives do not feel able to resist."

217. The Report for 1865-66 shows an increase since 1863-64 on the Government Female Schools from 204 to 333, the number of pupils having likewise increased from 3,993 to 6,834. As regards private female institutions, the number of pupils had risen to 12,727, of whom 8,352 were Hindoos, 4,161 Mahomedans, and 214 Sikhs and others.

Madras.

218. Female education does not seem to have been as yet the subject of any special interest or exertion on the part of the educational authorities in Madras. There are no Government female schools; but the returns show 139 female schools under private management, with 3,315 pupils. Many of these are probably for children of European descent; no special notice is taken of them in the Madras report.

Bombay.

Bombay.

219. In Bombay the Government female schools were increased during 1865-66 from 23 to 33, and the number of pupils from 639 to 1,036. The returns for private female schools are mixed up with those for boys' schools, but there appear to be 32 institutions with upwards of 1,400 pupils.

220. The following remarks on the subject of female education are made by the director in his report for 1865-66:—

> "I have recorded above (paragraph 26) an increase during the year of 10 female schools and 397 pupils. But when we compare the total number of female pupils on the rolls in Government schools, namely, 1,036, with the average daily attendance, namely, 695·3, the unsatisfactory character of most of these institutions must be at once inferred. The first characteristic of our girls' schools is extreme irregularity of attendance; the second is that they are in reality infant schools, in which it appears to me that the great bulk of the children, being very young, sit looking on, while a few girls at the top of the school receive a little instruction. In submitting this general observation, I must, however, refer to Mr. Curtis's Report, paragraph 25 (Appendix A 2, page 42), in which a favourable view is taken of the prospects of female education in Guzerat. Some of the private girls' schools (under inspection), and especially the Roychund Deepchund school at Surat, are exceptions to my general remark. Captain Waddington (Appendix A 1, page 23) reports favourably of the (private) Parsee girls' schools attached to Sir Jamsetjee Jeejeebhoy's Benevolent Institution. Female education, which is of course closely connected with different phases of social and religious feeling, is better received among some castes of the people than others, and as yet it shows more signs of flourishing among the Parsees of Bombay and the Banias of Guzerat than among the more literary Brahman communities of the Deccan or Concan. Looking at the question broadly, I am afraid it must be asserted that the public education (properly so called) of course is incompatible with the system of infant marriages, and with many existing prejudices of the people on the most delicate subjects, think that the education and civilization of such portion of the people of India, together with the example of the European community, will inevitably bring in the education of the women of India, but that this result will be very gradual, and will be subsequent to many important social changes. In the meanwhile, I am humbly of opinion that private and missionary exertion may do much to help on the cause, but that Government is precluded from taking any prominent steps to accelerate the movement."

Oude.

221. There are no Government female schools in Oude, but there are 11 private schools, of which one is for European and Eurasian girls. The 10 schools for native girls are managed by missionary bodies, five of them being in connection with the Church of England and five under the American mission. Three of these schools were opened during 1865-66. The Director of Public Instruction writes respecting them as follows:—

> "The schools are visited regularly by the ladies of the two missions, who speak very favourably of the progress made by the pupils. Instruction is given in reading, writing, and arithmetic."

The following remarks are taken from the same Report:—

> "I believe that the Reverend Mr. Reuther, at Fyzabad, has opened one or two girls' schools in that city. The head masters of some of the zillah and tehsil schools have also, during the past year, made attempts to interest those around them in female education; two or three small schools have been opened, but their success is not yet certain."

Central Provinces.

222. The 92 female schools in the Central Provinces are all Government schools supported, like other village schools, from the education cess funds. The following account of them is given by the Director:—

> "These schools have ncreased during the year from 65, with 1,244 pupils, to 92, with 2,361. The largest number in any district is at Saugor, where there are 26 schools with 713 pupils; in the district of Chindwarrah and Upper Godavery none have yet been opened. The progress made in these schools must be slow; and, except in places where European ladies interest themselves, I do not anticipate great results.

The movement in favour of educating girls is interesting, and should be encouraged to a certain extent, to show that female education is one of the things Government aim at; but I believe that the most certain, and the most speedy, way of educating the women of India is to educate the men; when we have a generation of educated fathers, there will be little difficulty about the education of their daughters. It is well in the Central Provinces to have a few girls' schools in every district; but, as they are entirely supported by local educational funds in the same way as the boys' schools, I would not sacrifice the efficiency or the number of the latter, to greatly extend the means of education for girls, unless, indeed, by the offer of fees or subscriptions, the people manifested a real desire for such institution."

223. A Female Normal School was established at Nagpore during 1865-66. It has 20 women in it, and the management of the institution is reported to have been successfully conducted.

Mysore.

224. There are no Government female schools in Mysore; and of the seven female schools under private management, two are designed for European and Eurasian girls. The other four are for Hindoo girls, and are reported to be "all well attended, and making steady progress."

British Burmah.

225. There are seven female aided schools in British Burmah, with 409 pupils. The following account of these institutions is given by the Chief Commissioner in his Report of 1865:—

"There are five female schools in the Pegu division, and two in Tenasserim.

Karen Female Institute, Tounghoo.

"The most prominent institution of this character is the Karen Female Institute at Tounghoo, under the superintendence of Mrs. Mason, for the instruction of the daughters of Karen mountaineers. This school has been in active operation during the year, and is supported entirely by the people. It numbers 66 pupils. On the 15th of January 1866, the annual examination was held in the institute. 'The scene was interesting,' says Mrs. Mason, 'as it was the first time that Karen Mountain Chieftains sat as judges, and awarded prizes to Karen young women for attainments in scholarships.' * * * * * * 'There were present also strange new visitors in nine Manu-Manau chieftains from beyond the Eastern water-shed, and two Gaikoo chiefs from near the northern boundary. In all there were 41 chiefs and elders present from the mountains, with 50 students and jungle teachers.' The vernacular department of this school was taught eight months, the English department ten.

Burmese Girls' School, Tounghoo.

"This indefatigable lady has also revived her school for Burmese women at Tounghoo. It was in operation during the last quarter of the year under review, and at its close contained 29 pupils.

St. John's, Rangoon.

"The next school of note in the Pegu division is St. John's institution. It is both a girls' boarding and day school, in which those who can pay for board and education are required to pay; and it is also a free school and orphanage in which those who are too poor to pay, or who have no parents, friends, or relations to support them, are fed, clothed, and taught gratis. It is admirably conducted by a lady superioress and four sisters of charity, who impart elementary instruction to the pupils in both English and Burmese. In the English department there are 55 pupils; and, in the vernacular or free section, there are 60, 30 of whom are orphans, and the remainder day scholars. The way this school is conducted reflects the highest credit on all connected with its management. Major Laurie observes of these schools:—'I found everything to be in a most satisfactory condition, forming remarkable aids to the causes of education and philanthropy.'

St. Joseph's, Moulmein.

"The female schools in the Tenasserism division are located at Moulmein. St. Joseph's institution, under the control of the Reverend Father Guerin, is conducted by a lady superioress, assisted by seven sisters of charity. The average attendance during the year has been 108; of these 39 were orphans, and 69 day scholars. The instruction is elementary, and embraces needlework. The orphans are educated free of charge, while the other pupils pay a fee varying from three to six rupees per mensem. The Commissioner who presided at the examination held on the 19th December last, reports that 'the older girls have made considerable advancement since the time of the examination of the previous year; the younger children were progressing satisfactorily.'

Girls' vernacular school, Moulmein.

"Two Burmese women conduct a girls' school at Moulmein, under the superintendence of the Reverend Mr. Haswell. The average attendance in this school has been 50 girls, of the average age of 10 years; each pays a fee of one anna a month, and are taught reading, writing, and the simple rules of arithmetic."

Berars.

226. There do not appear to be any female schools in the Berars.

Concluding Remarks respecting the Classification of Pupils in Schools.

227. I have already (paragraph 54) shown that, of the whole number of Hindoos and Mahomedans attending colleges, only 3½ per cent. are Mahomedans. It will be seen from the following figures, relating to the pupils attending schools in the principal provinces of India, that the per-centage of Mahomedans is 18 per cent.:—

	Bengal.	North-Western Provinces.	Punjab.	Madras.	Bombay.	Total.
Pupils attending Higher Class Schools:						
Hindoos	16,828	2,360	9,377	5,063	1,337	34,965
Mahomedans	1,561	375	3,362	473	28	5,799
Pupils attending Middle Class Schools:						
Hindoos	40,896	13,783	5,784	12,085	21,207	93,755
Mahomedans	4,241	3,380	2,238	682	1,634	12,175
Pupils attending Lower Class Schools:						
Hindoos	32,374	121,713	29,125	14,649	63,653	2,60,914
Mahomedans	5,040	32,903	24,816	87	4,947	67,793

Total	Hindoos	3,89,634
	Mahomedans	85,767
	Grand Total	4,75,401

228. The proportion of Mahomedans is greatest in lower class schools, where it reaches 20 per cent., which is probably not far from the actual proportion borne by the Mahomedans to the Hindoo population of the country generally.

SECTION VI.

Institutions for Special Education.

229. The following statement contains statistics respecting institutions for special education :—

Institutions for Special Education, 1865-66.

	Bengal.		North-Western Provinces.		Punjab.		Madras.		Bombay.		Oude.		Central Provinces.		Mysore.		British Burmah and the Berars.	
	Government.	Private.	Government.	Private.	Government.	Private.	Government.	Private.	Government.	Private.	Government.	Private.	Government.	Private.	Government.	Private.	Government.	Private.
Number of Institutions.																		
Normal	24	3	8	3	7	3	7	4	6	–	2	–	6	–	1	–		
Others	13	1	2	–	–	–	7	–	5	3	–	–	–	–	1	–		
Total	37	4	10	3	7	3	14	4	11	3	2	–	6	–	2	–		
Number of Pupils attending them.																		
Normal	1,280	71	455	62	294	80	1,011	207	258	–	392	–	153	–	27	–		
Others	920	246	254	–	–	–	473	–	280	180	–	–	–	–	32	–		
Total	2,200	317	709	62	294	80	1,484	207	538	180	392	–	153	–	59	–		
Expenditure.	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*		
Normal:																		
From Imperial funds	87,996	3,750	38,077	3,700	15,287	2,100	49,331	4,913	28,776	–	4,460	–	3,162	–	5,626	–		
„ Other sources	4,035	11,536	7,626	5,196	16,140	2,155	4,659	16,975	15,955	–	13,760	–	7,720	–	–	–		
Others:																		
From Imperial funds	2,07,010	1,000	86,203	–	–	–	1,02,969	–	64,220	10,505	–	–	–	–	4,493	–		
„ Other sources	33,943	5,417	–	–	–	–	6,488	–	13,250	15,413	–	–	–	–	–	–		
Total:																		
From Imperial Funds	2,95,006	4,750	1,24,280	3,700	15,287	2,100	1,52,300	4,913	92,996	10,505	4,460	–	3,162	–	10,119	–		
„ Other sources	37,978	16,953	7,626	5,196	16,140	2,155	11,147	16,975	29,205	15,413	13,760	–	7,720	–	–	–		
Grand Total	3,32,984	21,703	1,31,906	8,896	31,427	4,255	1,63,447	21,888	1,22,201	25,918	18,220	–	10,882	–	10,119	–		

Owing to the appointment of Directors of Public Instruction, and the organisation of separate Departments of Education in Burmah and the Berars having only recently been carried out, there are no sufficient statistics available. But a general reference to the Institutions in British Burmah coming under this head will be made in the body of this note.

230. I now proceed to make a very few remarks respecting the special institutions in each province.

Bengal.

231. Of the 24 Government normal institutions in Bengal, four are English departments, and 20 vernacular.

The four English departments have proved a failure, as will be seen from the following extract from the Director's Report for 1865-66 :—

> "*English Departments: Calcutta, Hooghly, Dacca, and Patna.*—The English departments opened a year ago in the normal schools at Calcutta, Hooghly, Dacca, and Patna, as announced in last year's Report, have hitherto failed in the object for which they were established. Students with the proper qualifications cannot be induced to enter them, because they are not affiliated to the University, so that attendance at them is no qualification for admission to the first examination in arts, whilst the Syndicate declines to accord the privileges of schoolmasters to the pupil-teachers who join them. Unless some concession is made on this point, there seems little probability of obtaining any adequate results from these departments, and it will be advisable to abolish them."

The 20 vernacular training institutions were more successful. Twelve of them are intended to train masters for vernacular middle-class schools, seven are

are specially designed for training gurus for indigenous schools, under the scheme already described under the head of Lower Class Schools, and one at Dacca is for female teachers.

232. The following extract from the Director's Report for 1865-66 will show how a large proportion of these useful institutions have been set on foot during the year under review:

> "*New Vernacular Normal Schools Opened.*—Three normal schools were opened at the beginning of the year in East Bengal, at Mymensing, Comillah, and Coomarkhali, for the training of masters for middle class vernacular schools; and four similar schools commenced operations in Behar, located respectively at Bhaugulpore, Purneah, Gya, and Chuprah.
>
> "In North-East Bengal three new normal schools for the training of garus for village patshalas have been opened under a new inspector, Baboo Kassi Kanth Mookerjee, at Rajshai, Dinagepore, and Rungpore, each providing for 75 stipendiary pupils; and another similar school has been started by Baboo Bhoodeb Mookerjee, at Midnapore, in South-West Bengal.
>
> "In Assam, the normal school at Gowhatty, which had not been successful, has been re-organised at a reduced expense, and additional normal schools have been sanctioned for Tezpore and Seebsaugor, in order to make better provision for the supply of masters for the elementary vernacular schools of the Province.
>
> "From these statements it will be seen that an important advance has been made during the year in the means of raising a supply of teachers qualified for conducting the middle and lower class schools throughout the country."

Of the three private normal institutions, one (in Calcutta) is for mistresses.

233. Of the 14 other institutions for special education, two are schools for training in useful arts—one a Government institution, and the other a private institution—both situated in Calcutta. Two are the Mahomedan madrissas at Calcutta and Hooghly, respecting which remarks will be made under the head of Oriental Institutions (Section VII.); six are law classes attached to the colleges in Calcutta and the Mofussil; one is the civil engineering department of the Presidency College; and three are the English, Bengalee, and Hindoostanee classes of the Calcutta Medical College.

234. I find that it would lead almost beyond the reasonable limits of a note like this to enter into any detailed description of these institutions, and I have not, therefore, attempted it.

North-Western Provinces.

235. Of the eight Government normal schools in the North-Western Provinces, six are for male teachers, and two for female teachers. The latter have already been noticed under the head of Female Schools, and the former are institutions designed to train teachers for the vernacular schools in the Province; there being one for each of the three large circles at Agra, Meerut, and Benares, one in Almorah for the Hill circle, and special normal classes at the schools of Ajmere and Etawah.

236. The three private normal institutions appear to be intended for the training of other than native teachers.

237. Of the two other special institutions, one is the Civil Engineering College at Roorkee, and the other the Agra Medical School designed for giving an education to native doctors.

Punjab.

238. The seven Government normal schools in the Punjab are designed for training vernacular teachers for the town schools and village schools. In 1865-66 they turned out 44 town school teachers, and 133 village school teachers. Out of 2,012 teachers employed in Government vernacular schools in the Punjab, 1,417 have already undergone a normal school training. There are 166 now under instruction, leaving 429 who have yet to be sent to a training institution.

239. The three private normal schools are all for training female vernacular

teachers. One of them is in connection with the S. G. P. Mission at Delhi, and two are under native committees at Lahore and Umritsur.

240. The number of women under instruction during the year was 80, of whom 40 were Hindoos and 40 Mahomedans.

241. The Lahore Medical College has not been entered in the Punjab Returns. It is an institution started, some seven years ago, with the object of training native doctors and also sub-assistant surgeons. The school department (for native doctors) has turned out already some 51 men qualified as native doctors, and six men have been qualified as sub assistant surgeons in the college department.

Madras.

242. The seven Government normal institutions consist of five schools and two normal classes. They are not merely vernacular training schools, but qualify teachers also for Anglo-vernacular schools; six of these institutions sent up successful candidates for the university entrance examination, the aggregate number being 21, of whom 12 came from the Madras normal school.

243. The following notice of these institutions and of the private normal schools was taken by the Government of Madras on reviewing the Education Report of 1865–66 :—

"The Report on the Government normal school at Madras is again unfavourable. The Director of Public Instruction states that the arrangements have been defective, and the management faulty; that, in the general examination for certificates, the students showed to disadvantage when tested in method and teaching power, and proved, in many instances, in these subjects, to be inferior to the untrained candidates. The Governor in Council has now under consideration a detailed Report which the director has recently furnished, with the view of enabling the Government to determine what steps it will be necessary to take with the view of restoring this important institution to the condition of efficiency which it maintained under the management of its first principal. Orders will be passed on the subject at an early date.

"The normal schools at Vizagapatam, Trichinopoly, Vellore, and Cannanore are all doing fairly. That at Trichinopoly is in a very satisfaction condition. Owing to the difficulty which is experienced in inducing Canarese candidates for training to resort to the normal school at Cannanore, which is situated in the district of Malabar, it is proposed to form a normal class in connection with the provincial school which is about to be established at Mangalore, in the district of Canara. The Reports on the training institutions supported by the Church Missionary Society at Palamcottah, by the Society for the Propagation of the Gospel in Foreign Parts at Sawyerpuram and at Tanjore, and by the Christian Vernacular Education Society at Madura, are all, more or less, favourable."

244. The seven other special institutions in Madras consist of—

The Medical College - -	College Branch. Collegiate School.
The Civil Engineering College -	College Branch. Collegiate School.
Law Department of the Presidency College.	
School of Industrial Arts, Madras.	
School of Ordnance Artificers, Madras.	

Bombay.

245. The six normal schools in Bombay are all Government institutions. They are intended primarily for supplying qualified teachers for vernacular schools. The two principal institutions are at Poona and Ahmedabad. In his Annual Report of 1862–63, Mr. Howard warmly advocated the experiment of turning the training institutions at these two places into vernacular colleges, arguing as his reason that the purely normal school training produced men deficient in general education. The experiment was tried, but has failed, as appears from the following extract from the Report of Sir A. Grant (the present Director of Public Instruction) for 1865-66 :—

"As a point of general interest, I beg humbly to refer to my letter to Government (Appendix G., page 185) on the Poona 'Vernacular College,' as it used to be called, in which

which the experiment was made (but without success) of combining the teaching of higher subjects through the medium of the Marathi language, with the ordinary functions of a normal school. Government, concurring in the views expressed, were pleased to sanction the limiting the functions of this institution (under the name of the 'Poona Training College') to the preparation of schoolmasters. Subsequently I have made analogous proposals with regard to the 'Ahmedabad Vernacular College,' in which a similar experiment appeared to have failed equally. I am humbly of opinion that it is an anachronism to attempt vernacular colleges for Western learning at the present day. Such colleges will only be possible when large numbers, and perhaps several generations, of scholars have been habituated to think and express themselves on scientific subjects in the vernacular languages. The training of native schoolmasters in normal schools and training colleges is such an important matter, that we cannot afford to allow any diversion of the energies of those to whom the task is intrusted. The institutions of this kind at Poona and Ahmedabad are working fairly. Those recently established at Belgaum and Hyderabad have made a good beginning."

246. The eight other special institutions in Bombay consist of the following:—

Government Institutions -	1.—Grant Medical College, Bombay. 2.—Law School, Bombay. 3.—Poona Engineering College. 4.—Engineering School, Hyderabad. 5.—Guzerat Provincial College, Ahmedabad.
Private Institutions - -	6.—David Sassoon Industrial and Reformatory Institution. 7.—Furdoonjee Sorabjee Parak's School of Arts and Industry. 8.—Sir Jamsetjee Jeejeebhoy School of Arts.

The Guzerat Provincial College is an institution connected with the Ahmedabad high school, the special subjects of education being law, logic, moral philosophy, history, mathematics, and Sanscrit.

Oude.

247. That two special institutions in Oude are Government normal schools, located at Lucknow and Fyzabad, and intended to train teachers for the Tehsilee and village schools. The Fyzabad institution is a temporary branch of the Lucknow school. The levy of the education cess is being rapidly extended over Oude, and its extension will be followed by an equally rapid establishment of village schools. For these schools it is necessary to provide masters; and hence students aspiring to the office of village teachers are being collected and trained at the two schools mentioned above. The period of training is one year. At the close of the year the two institutions contained 392 pupils, of whom 378 were under training as teachers for village schools, and the rest (14) for Tehsil and other schools.

Central Provinces.

248. The six special institutions in the Central Provinces are all Government training institutions. Of these, one (at Nagpore) is a superior institution designed for training masters not only for town and village schools, but for zillah schools. Four of the institutions (at Jubbulpore, Hoshungabad, Raepore, and Khundwah) are intended for training teachers for vernacular town and village schools; the school at Khundwah being merely a normal class for the Nimar district, opened in the last month of 1865-66.

249. The remaining institution is the Nagpore female normal school. It was commenced in September 1865, and is reported to have made steady progress. Twenty female pupils are studying in it.

Mysore.

250. Of the two special institutions in Mysore, one is a Government normal school intended to train teachers for Anglo-vernacular schools. There are 27 students under training.

The other institution is an engineering school, which had 32 pupils at the close of the year.

British Burmah.

251. There are two special institutions in British Burmah, both under private management. One of them is the vernacular "Karen Theological Seminary" at Rangoon, designed to fit young men for the Christian ministry; and the other the "Normal and Industrial School" at Bassein, which contains two departments, the one an Anglo-vernacular school, and the other a vernacular training school; the industrial element pervading both.

252. Besides the above, a large number of the aided middle class schools in British Burmah partake, more or less, of the character of normal institutions.

SECTION VII.

Oriental Classical Languages and Oriental Institutions.

253. I introduce this subject no so much with the idea of giving any valuable information regarding it, as with the object of bringing an important matter into prominent notice. It has only been at the last moment, while preparing my note for the press, that the idea occurred of making a separate section for this subject, and the information afforded, as well as the remarks offered, are not so complete as could be wished.

254. It has already been noticed, under the head of "Universities," that the vernaculars had recently been excluded from the Calcutta list of languages, which may be taken up for the first examination in arts. The list now is as follows:—

Greek.	Sanscrit.
Latin.	Arabic;
Hebrew.	

and one of these must be taken up by every candidate at the first arts examination.

255. In the Bombay University a similar alteration was made, the list adopted being the same as that given above for the Calcutta examination.

The Madras list still contains the vernaculars as optional subjects, both in the first arts and B.A. examinations; and it is not till the M.A. examination that a candidate is bound down to one of the classical languages.

256. The effect of the alteration made in Calcutta and Bombay has been to make it necessary for every college student to study a classical language; and, of course, the Oriental classical languages, Sanscrit and Arabic, are generally preferred. Of these two Sanscrit seems to be decidedly the favourite, and the Government colleges have now, for the most part, been provided with separate Sanscrit teachers or professors.

257. An interesting point to be noticed in this section is the history of the various institutions which were originally designed for the special cultivation of Oriental studies.

258. In the Despatch of 1854, the Home Government remarked as follows (paragraph 8):—

Para. 8.—"The systems of science and philosophy, which form the learning of the East,

East, abound with grave errors, and Eastern literature is at best very deficient as regards all modern discovery and improvements. Asiatic learning, therefore, however widely diffused, would but little advance our object. We do not wish to diminish the opportunities which are now afforded in special institutions for the study of Sanscrit, Arabic, and Persian literature, or for the cultivation of those languages which may be called the classical languages of India. An acquaintance with the works contained in them is valuable for historical and antiquarian purposes, and a knowledge of the languages themselves is required in the study of Hindoo and Mahomedan law, and is also of great importance for the critical cultivation and improvement of the vernacular languages of India."

259. In the case of almost all Oriental institutions attempts have been made to combine a good general education with the special or Oriental studies. In some instances success seems to have followed the attempt; in others the Oriental element seems to have been entirely or practically extinguished.

260. The Bengal Oriental institutions are the Sanscrit College in Calcutta, the College of Mahomed Moshim at Hooghly, and the Mahomedan Madrissa in Calcutta. The old Hindoo College no longer exists, as it has been merged in the Presidency College.

Sanscrit College.

261. In the matter of reform, the Sanscrit College presented the easiest field of operations, for it was supported entirely by Government without any specific assignment of funds, and consequently without any obligation, actual or implied, for the maintenance of a particular organisation. The college was founded in 1824, and at first Sanscrit was studied exclusively, with restrictions as to the caste of the pupils allowed to enter it. When the old Hindoo College was broken up, its sister institution, the Sanscrit College, was allowed to stand. The Government of Bengal, in its letter to the Council of Education of the 21st October 1853, intimated as a sort of solace to the Native managers of the former institution, that "the Sanscrit College shall be maintained by the Government exactly as it is." In March 1859, however, the Director of Public Instruction (Mr. Young) pointed out to the Bengal Government the following defects in the condition of the institution, viz.:—

"1st.—It has not been brought within the influence of the University, and, under its present constitution, it is not likely to be able to send up any candidates to the University for degrees.

"2nd.—It occupies an isolated position as regards other institutions; there is no interchange of advantages, no emulation of teachers or pupils between it and other schools or colleges.

"3rd.—Its examinations, awards of scholarships, &c., are all managed within itself; and so managed as to excite little interest and command little confidence among the outside public.

"4th.—It is still that 'compound of a college and a dame's school,' which the other colleges were a few years ago, but are no longer.

"5th.—It devotes to the teaching of obsolete science and philosophy much time which would be better given to subjects of more practical utility."

262. The re-organisation which followed the above representation left the Sanscrit College on precisely the same footing as any ordinary Government college, with its attached collegiate school, with the following exceptions, viz.:—

(1).—Sanscrit is taught in all the classes both of the school and college. Sanscrit in fact occupies in the school department the same position as Greek does in a public school in England, the standard in Sanscrit being much higher than the ordinary pass standard in the University, just as the standard in Greek in the sixth form at Eton is much higher than is required for a pass degree at Oxford or Cambridge. Before passing their University entrance examination, the school boys read in Sanscrit far beyond the B.A. requirements; and they continue their higher Sanscrit studies between the entrance and first arts examination, so that they are in a position to pass the M.A. Sanscrit examination one year after passing the B.A.

(2).—There are special encouragements to the study of Sanscrit in the way of Sanscrit scholarships. The fee rate in both school and college classes is not high (three rupees per mensem), and in the school department the sons of *bonâ fide* pundits, to the number of 100, are admitted on payment of a reduced fee of one rupee.

263. A full description of the changes introduced in the Sanscrit College will be found in the report of the institution contained in the Appendix of the Bengal

Education Report for 1863-64, and in a letter from the Principal to the Government of Bengal, No. 44, dated the 8th April 1864. The institution is reported to have been brought "into complete harmony with the University course." In 1865-66 there were 266 students in the school department, and 20 in the college department.

Hooley College and Calcutta Madrissa.

264. The Hooghly College is the next on the list; and as its history and that of the Calcutta Madrissa are in most respects similar, I shall treat of them together. The Hooghly College was founded in 1836, and is mainly supported from funds bequeathed by Mahomed Moshim, a wealthy Mahomedan gentleman, who, dying without heirs in the year 1806, left his large property, yielding an annual income of 45,000 rupees, to Mahomedan trustees "for the service of God." Owing to the misappropriation of the funds, Government assumed the office of trusteeship. The right of assumption was opposed by the original trustees, but upheld both by the Courts in India and by the Privy Council in England. The period of litigation extended over many years, during which the annual income accumulated, forming a surplus fund of 8,61,100 rupees. This fund was devoted to founding and endowing the Hooghly College. It was further increased by a portion of the original Zemindaree and by the lapse of various pensions with which the estate had been burdened.

265. The Calcutta Madrissa, as stated in a Minute by the Lieutenant-Governor of Bengal, dated the 15th September 1858, was founded by Governor-General Hastings in 1781, in order to give to Mahomedan students "a considerable degree of erudition in the Persian and Arabic languages, and in the complicated system of laws founded on the tenets of their religion," so as to enable them "to discharge with credit the functions and duties of the criminal courts of judicature, and many of the most important branches of the police, which it had (in 1781) been deemed expedient to continue in the hands of Mahomedan officers." In a recent letter addressed by the principal of the Calcutta Madrissa to the Director of Public Instruction (No. 592, dated 22nd October 1864), it has been claimed, on behalf of the institution, that the Government is merely in the position of a trustee for the endowment, and that it is just as much bound to administer those funds for the special objects originally contemplated, as in the case of the sister institution at Hooghly. Major Lees's arguments on this point are given in the note* at foot.

266. Up

* 40. "The Madrissa was founded in 1780 by the then Governor General Warren Hastings. Though old for a Government Educational Institution, it is not yet so old that one would expect to find its origin lost in antiquity. Yet such would here really appear to be the case. The Education department seem to look upon it as purely a Government institution. The Mahomedans, on the other hand, have always maintained that it belongs to them, being a bequest made to their community by Warren Hastings from his private property; and they have often spoken of the Madrissa Mahal, or board lands of college, of the which no one now appears to know the whereabouts. Within the last few days, however, I have read the record of the institution, as compiled by Mr. Fisher in the Appendix to the Parliamentary Report in 1832, and it would appear that both these suppositions are equally erroneous. The institution, it is true, was originally founded by Warren Hastings, and maintained by him at his own cost for a short time; but finding it beyond his means to do all that he desired, he subsequently recommended that he should be paid back all he had expended, and that the institution should be endowed by a grant of certain villages, and 'that the lands appropriated for the maintenance of the Madrissa be delivered over to the charge of the said superior or guardian, and the jumma of them *separated from the public revenues*.' This recommendation was confirmed by the Board, or then Council of India. Certain lands and villages were assigned for the support of the institution in the 24-Pergunnahs, and a *Sunnud* made out for them in the name of the preceptor or principal. These lands were called the 'Madrissa Mahal.' A claim, however, was afterwards set up to them by the Rajah of Nuddea, which was considered good; and it would appear that, for some time, the preceptor held them under the Rajah. The revenues, however, fell off, and, in 1819, a question arose as to the liability of Government, the committee of the Madrissa claiming, on behalf of the institution, the full amount of the rental of the lands when granted, or (29,000) twenty-nine thousand rupees per annum. 'To that amount (or even 30,000 rupees),' said the committee, 'Mr. Shore considered the Government chargeable for the expenses of the Madrissa, whether,' as he expresses himself, 'the farmer (of the benefice lands) made good his payment or not.' The orders of the Governor General on this claim were as follows: that 'the expenses of the institution having fallen below the funds appropriated for its support,' consequently, on a strict balancing of account between the institution and Government, a considerable sum would be found due to the institution. His Lordship does not, however, think it necessary to go into a minute examination of these details, but is pleased to resolve that the revenue of the Madrissa shall, for the future, be taken 30,000 sicca rupees per annum (= 31,875 company's rupees).

41. "It would seem from the foregoing that, if the Mahomedans are wrong in one respect, they are right in the main point, viz., the endowment of the institution, and, no doubt, had the lands remained attached to the college till this date, its revenue now would be double (30,000) thirty thousand rupees per annum, as has been the case with many of the royally endowed schools of England. The Mahomedan view of the case was confirmed by the orders of the Court of Directors of 1841, and confirmed again by the Despatch of the Secretary of State, of 28th February 1861, in which those orders were republished. Of this endowment, then, the Mahomedans cannot with justice be deprived, and the institution, therefore, costs the Government little or nothing; it has been in the enjoyment of this endowment now for nearly a century; the Mahomedans are proud of the institution; they send their children to it from many distant parts of Bengal, and it has conferred on them very great benefits."

266. Up to 1820, the Calcutta Madrissa was under the uncontrolled management of Mahomedan professors, and, as a consequence, the studies had become nominal, and its ample annual resources had been "dissipated* among the superior and subordinate drones of the establishment." The institution was then (1820) placed under English superintendence, but the system of tuition remained much the same, being described so late as 1850 by Dr. Sprenger, the principal, in the following terms:—

* Lushington's Report of 1821.

> "The system is, in fact, precisely the same as the one which was in vogue in Europe during the darkest ages, and it produces the same results. The sophistries of dialectics learned in a sacred language puff up the professors with conceit, render them hostile to everything practical or founded on experience, and extinguish in them the sense of art and beauty, and blunt the sentiment of equity and morality."

267. The history of the Hooghly Madrissa, up to 1850, had been of much the same character, and hence it was that, in the educational reforms which took place between that year and 1854, both of these Mahomedan institutions were re-modelled. In both of them a junior or Anglo-Persian department was created, the senior or Arabic department being made quite distinct and separate. In the latter department a more modern and rational system of instruction in the Arabic language, and in the principles of Mahomedan law, was substituted for the antiquated and faulty system of the Indian moulvies, and the teaching of false physical science was altogether prohibited.

268. In both cases the Anglo-Persian or general departments have flourished, while the special or Arabic departments have languished.

269. In the Hooghly institution the Anglo-Persian department was merged into a collegiate institution, with school and college departments, like other Mofussil colleges. The institution was affiliated in 1857. The Anglo-Persian department of the Calcutta institution has only recently been affiliated to the University, and that only as educating up to the first arts standard. It is noticeable, however, that the Hooghly college and collegiate school appear to have been completely monopolised by Hindoos, to the almost entire exclusion of Mahomedans. The distribution of pupils, for 1865-66, was as follows:

	Pupils in 1865-66.			
	Hindoos.	Mahomedans.	Others.	Total.
Hooghly College - - - - - - -	133	6	2	141
Hooghly Collegiate School - - - -	236	43	8	286

Considering that these departments were supported, in the year under notice, to the extent of 45,407 rupees, from the "proceeds of endowment," it may be a question whether the funds bequeathed by a Mahomedan, however usefully employed, are being expended in a manner consistent with the special object for which they are held in trust. It is true that, while the fee rates are *Rs.* 2. 8 and three rupees in the school, and four rupees and five rupees in the college, Mahomedans are admitted, both in the school and in the college, at the reduced rate of one rupee; but the results seem to show that, even with this privilege, the arrangements are not such as to maintain the original character of the institution as one designed specially for the education of Mahomedans. In the Anglo-Persian department of the Calcutta Madrissa, all the students (238) are Mahomedans, none but such being eligible for admission. The fee rate is one rupee.

270. I have already said, that the special or Arabic departments have languished. The following account of them is extracted from the Bengal Education Report of 1863-64:—

> "There are two Government Madrissas, or Arabic Colleges—the Calcutta Madrissa, to which is attached an Anglo-Persian school; and the Hooghly Madrissa, which, as already stated, is a department of the College of Mahomed Moshim. The course of instruction

instruction in both is exclusively Arabic, and Mahomedans alone are admitted. The students are required to possess some knowledge of the elements of Arabic before admission, but no other test of education is required; and few of them have learnt more than is ordinarily acquired from the private teaching of Mahomedan moulvies. The course of instruction extends over five years, and comprises grammar, literature, rhetoric, logic, and law. Mahomedan law, and, as a necessary consequence, Mahomedan theology, constitutes in reality the staple study of the classes; and the two institutions may be regarded as purely professional seminaries engaged in the training of moulvies, moollahs, casis, and the like, for the supply of the social and religious needs which the creed of Islam imposes on its votaries. In the Calcutta Madrissa there are 12 senior scholarships, four of 20 rupees a month, and eight of 15 rupees, available for the 1st and 2nd classes; and 16 senior scholarships, of eight rupees a month, for the 3rd and 4th classes. For the corresponding classes in the Hooghley Madrissa, there are 14 senior scholarships, two of 50 rupees, four of 20 rupees, and eight of 15 rupees; and 16 junior scholarships of eight rupees. These institutions are not affiliated to the University, their course of study having no affinity with that prescribed by the University regulations; but, as a special case, the rules for the award of the (English) junior scholarships have recently been so far relaxed as to allow the junior scholars from the Anglo-Persian department of the Calcutta Madrissa to hold their scholarships in the Arabic department, provision being made for the simultaneous prosecution of their Arabic and English studies, with the view of enabling them to reach the standard of the first arts examination of the University. With the present Arabic course, however, the arrangement must fail of its object, as sufficient time cannot be given to English studies."

271. The reports for 1864-65 and 1865-66 represent the condition of these institutions as unaltered. "They show," writes the Director of Public Instruction in his last-mentioned report, "but feeble signs of vitality, and under present arrangements little is to be expected of them."

The returns for the last three years are as follows: —

	Calcutta Madrissa.		Hooghly Madrissa.	
	Number of Students.	Expenditure.	Number of Students.	Expenditure.
		Rs.		*Rs.*
1863-64 - -	108	17,937	23	5,448
1864-65 - -	89	17,317	21	5,169
1865-66 - -	72	16,389	19	3,009

The monthly fee is only eight annas.

272. In his Minute of 1858, the Lieutenant Governor of Bengal recommended the abolition of the Calcutta Madrissa; but the Government of India determined otherwise, as will be seen from the following extract from the orders of 2nd July 1860 :—

Para 6.—"I am desired to state that the Governor General in Council, having carefully considered the case, does not think that the arguments advanced by the late Lieutenant Governor for the abolition of the Calcutta Madrissa are tenable on grounds of sound policy, neither is he at all able to concur in his Honour's estimate of the value of the institution.

* * * * * *

12.—"Upon the whole, I am directed to state that the Government of India feels confident that the right and most advantageous course will be to continue to act in the sprit of the reforms of 1854; to do this carefully and not hastily; and to give to the principal, with this view, all the authority which he ought to possess, and which he will be able to exercise with the best effect, under the advice and control of the present Lieutenant Governor, who himself had a large share in settling the measures which were adopted for the reformation of this institution in 1854."

273. The Secretary of State, in reviewing the above orders, remarked as follows :—

Para. 5.—"I agree with your Government that it is not necessary to afford any artificial

artificial encouragement to the study of the Arabic language by giving it an undue preference over English or Persian; and I must beg that the remarks in the Despatch of the late Court of Directors of the 20th January 1841 may be borne in mind, and that the scholarships in the Madrissa be only given as the reward of merit, and that their continuance to particular students be dependent on good conduct and continued industry, to be tested by periodical examinations.

6.—"As the arrangements now sanctioned must be considered to be, in some degree, experimental, a special report as to their operation and result must be submitted after a period not exceeding two years from the date of your order of July last."

No special report has yet been submitted.

274. I find, however, that in June 1864 the Bengal Government instituted an inquiry on the following points, viz.:—

(1).—Whether, by the adoption of some such plan as that introduced in the Sanscrit college, the present system of instruction in Arabic in the Calcutta Madrissa might not be amended and combined with instruction in English.

(2).—Whether such a measure would not bring the institution into harmony with the university system, and remove the objections at present felt by the Syndicate to its affiliation.

(3).—Whether it will not at the same time be carrying into effect those reforms which the Government of India and the Secretary of State have uniformly insisted on.

275. Respecting these inquiries, the principal of the Culcutta Madrissa wrote a long Report, dated 22nd October 1864, objecting altogether to the proposed remodelment; maintaining that, under existing arrangements, considerable progress had been made towards realizing the objects of Government, and giving the following opinion, viz.:—

"If the principles laid down in the Despatches of the late Honourable the Court of Directors of 1854, and the Right Honourable the Secretary of State of 1859, are to be upheld, the course, in regard to the Oriental classical languages, which is clearly indicated in those Despatches,* is the institution of a special faculty in the University for them, and placing the special Oriental colleges on the footing of the medical and civil engineering, or any other special colleges that are, or may hereafter be, founded; a course which, while it would not prevent the introduction into the colleges and schools for the general education of the people, of such moderate amount of instruction, in the grammar and construction of the Arabic and Sanscrit languages, as is absolutely necessary for the acquirement of a classical or more critical knowledge of the vernaculars, would, on the other hand, ensure that all students, graduating in either Arabic or Sanscrit, should possess a knowledge of English equal to that possessed by all graduates in medicine and civil engineering—a knowledge, we may assume, sufficient for all practical purposes."

* *Vide* Court's Despatch of 1854, paragraphs 30, 31, and 32.

276. The director of public instruction, however, did not agree with the principal of the Calcutta Madrissa, and forwarded his Report to the Government of Bengal, with the following recommendation, viz.:—

Para. 10.—"I recommend, therefore, that the course of studies in the school department of the Madrissa be at once framed on the same plan as that of the Sanscrit college, Arabic taking the place of Sanscrit, with the addition of Persian as an optional subject, that a college department be added to this department, in order to educate the students up to the pass degrees in arts, while they enjoy facilities for keeping up their Arabic studies with the obtaining Arabic honours if they so desire; and, finally, that the present Arabic seminary be gradually allowed to die out."

277. Proposals of a similar kind were, Mr. Atkinson informs me, made by him in 1860 for re-organizing the Hooghly Madrissa.

278. No orders have yet, however, been passed in either case.

279. In the North-Western Provinces, the Agra and Benares colleges were originally purely Oriental colleges.

280. The Agra college no longer stands in that list, as will be seen from the following extract from the Education Report of 1859-60, containing the substance of a recommendation made by the director of public instruction and approved by the Government, North-Western Provinces:—

"The Government should proceed on the principle of providing the people with what they cannot get elsewhere, or at least of so good a quality. In this category, instruction in the English language, and the study of English literature and European science,

science, may be included. But Arabic and Persian studies may be pursued, as well outside as within the college walls. It may be said, and with truth, that some knowledge of Arabic and of Persian grammar is essential to form a good Urdu scholar. Arabic and Persian grammar should form part of the Urdu course, so also the most popular Persian works, *e. g.*, the Gulistan and Bostan. But I advocate the abolition of a separate Arabic and Persian department. Let every student who attends our colleges and high schools learn English. This should be a *sine quâ non*. Mr. Fallon very justly remarks that the Oriental student is not brought under the influence of the European master; his moral education at the Government school under the Moulovee is not a whit better than it would be under a common Miyanji. The admixture of English and Oriental students is injurious to the former. I believe that the abolition of the purely Oriental department, while it might for a time decrease the number of students, would bring many boys into the English classes."

281. The following brief history of the Agra college is given in the Calcutta University Calendar for 1866–67:—

"Agra College is partly supported by Government, and is under the control of the director of public instruction, North-Western Provinces. It was established by the direction of the general committee of public instruction in 1823–24, and placed under the superintendence of a local committee, consisting of the Government officials of the place, with a paid secretary, who also acted as overseer of the institution.

"It was opened to all classes of the population, and 'was designed to diffuse more widely than native schools the possession of useful knowledge, to give a command of the language of ordinary life, and of official business—to teach, principally, Hindee and Persian, with the native mode of keeping accounts (Leelavattee), and to have instruction in Sanscrit and Arabic. It was not designed to impart an elementary education: the pupils were expected to have made considerable progress before their admission.'

"Separate teachers of Sanscrit, Hindee, Persian, and Arabic were appointed. All were taught gratuitously, and more than two-thirds of the whole received stipendiary allowances.

"Subsequently, in successive years, the introduction of new subjects, and the addition of new teachers, gradually changed the character of the institution, from that of a purely Oriental school to that of an Anglo-vernacular college, with upper and lower departments of study, having a principal, and containing (1862) no pupil who does not study English with Urdu or Hindee.

"ENDOWMENTS, &c.

"This college is endowed by a fund in the districts of Agra and Allyghur, amounting to about a lakh and a half of rupees, from villages formerly held by Gungadhur Pundit (who held his jagir, under educational services, from a late Rajah of Gwalior); the interest of which fund and the annual collection from the villages exceeded 20,000 rupees. To this have been added, from time to time, by Government, additional allowances for teachers, scholarships, &c., both sources of revenue amounting annually to about 35,000 rupees. There are also scholarships endowed by various private benefactors, amounting to 100 rupees a month."

282. The Benares College is thus briefly described in the same calendar:—

"The Benares Sanscrit College was founded by Government in 1791, for the cultivation of the language, literature, and (as inseparably connected with these) the religion of the Hindus. In 1830 an English institution was established, distinct from the Sanscrit College at first, but incorporated with it in 1853."

The continued existence of the special Sanscrit element in the Benares College would seem to be viewed by the director of public instruction as a practical failure, as may be gathered from the following extracts from his reports:—

(*Report of* 1862–63.)

Para. 24. "On the Sanscrit department, Mr. Griffith remarks—'There has been, I am willing to think, considerable improvement in the Sanscrit College during the year under review. Several reforms have been introduced and found to work well, but the college is still looked upon with affection by the orthodox Hindu as the nurse of his sacred language, literature, and philosophy, for the preservation of which it was established under the auspices of a liberal and enlightened governor. The pupils have been more regular in their attendance, and the Pundits have taught classes at once instead of single students. The results of the examination have been more satisfactory than usual.' The first two classes in this department have likewise made a marked advance in the knowledge of English.

25. "There are 124 students in the Sanscrit departments, 52 of whom received stipendiary allowances of from 2 to 16 rupees per mensem. This part of the college may

may, indeed, well be looked upon with affection by the orthodox Hindu. The State not only pays him to study his own sacred literature, but finds him the best guides and teachers that can be had, and supplies him with the comforts of a roomy building, where he can pore over his Shastirs, and bewilder himself with the philosophy of his ancestors. The philological study of Sanscrit, and its affinities with other languages, as throwing light on the history of antiquity, which is the chief incentive to its study in the eyes of the European scholar, is not attempted by these votaries of Hindu learning, who regard the language as holy, and its literature as holy, and imagine themselves to be sanctified by its study. This religious indulgence costs the State about 22,800 rupees a-year. Surely the wealthy inhabitants of Benares might maintain their own Patshala, which, if well conducted, would be eligible to receive a grant-in-aid from the State purse, just like any other missionary or religious institution. The philological study of Sanscrit is doubtless deserving of direct encouragement. This would be best effected by an offer on the part of Government of free quarters and tuition in Sanscrit to all scholars from European nations, who wished for an opportunity of studying the language at the probable scene of its currency as a living tongue.

26. "Last year 'the chair of Vedenta,' a kind of theological professorship, was, on he death of the pundit who held it, abolished. Other salutary alterations, such as the addition of English teachers to the staff, were carried out, and a European scholar will be placed in charge of the department under the orders of the principal. Such changes are regarded unfavourably by the pundits of Benares as innovations, the tendency of which is to diminish the paramount importance of the sacred language. Whether the study or the preservation of the sacred language be of importance to Her Majesty's Government or not, educationally speaking, the Sanscrit department of the Benares College is, from its very constitution, the least satisfactory part of the system of public instruction administered in these provinces."

(*Report of* 1863-64.)

Para. 16. "The principal reports, 'In the year under review there were 100 students in the Sanscrit College. Two general examinations were held in July and December. In the first poetry class, five students were considered worthy of prizes; in the first grammar class, seven. Ten students in the second grammar class, one in the first Nyaya class, two in the second Nyaya class, two in the first mathematical class, and one in the second; eight in the first Sunkhya class, and five in the second, were considered worthy both of scholarships and prizes. The progress made during the year in the Sanscrit College is not unsatisfactory.' From this statement, which is the sum total of the principal's report on the Sanscrit College, it will be seen that 29 per cent. of the Sanscrit students are scholarship-holders. The number of scholarship-holders in the English department of the college is seven and a-half per cent., but the holdings are more valuable.

17. "The results of the study of Sanscrit at the Benares College hardly yet come up to the expectation of its founders, which was that 'the genius of the more erudite alumni of our Oriental colleges would be in time so far developed as to induce a comparison between the systems and the interpretations of ancient India and modern Europe.' So far as this goes, the horizon of the future is still peopled with shadows in the clouds. The general order on the educational report of 1848-49 mentioned 'the *endeavour* to work upon the minds of the Sanscrit students through the medium of their own literature;' in 1849-50, it remarked 'the *expectation* of important results from the system pursued;' in 1850-51, 'the *preparation* of various works connected with the Sanscrit language and philosophy;' in 1851-52, 'the unabated *efforts* to impart knowledge and enlightenment to the learned classes of the Hindoos.' But at this date I am unable to discover that the 'erudite alumni' have worked any good in their day and generation. Even if Sanscrit be regarded as the parent stock from which the vernaculars of India gather vigour of expression, it does not appear that the study of Sanscrit now has any appreciable effect on the vernaculars of the North-Western Provinces, or that it has been a spur to literary enterprise. 'During the first quarter of 1863 only three new books were published at Benares. One of these was an almanac; another extracts from the *Qoran*, for beginners; and the other a book of poetry, composed a long time ago by the grandmother of the joint inspector. No new books were published in the second quarter, and only two during the third and fourth.'

"It is a pleasure to report progress, and the realization of well-considered plans, but it is none the less my duty to point out failure and disappointment; and surely it is hopeless to look for valuable results from a system of teaching in which (to use the words of an able essayist on this subject in 1853) 'the teacher's functions are transacted upon the principle that the theories which he expounds claim, both from himself and his disciples, the most exact submission and implicit credence; that upon them all the offices of reason and of judgment must be abandoned, and that beyond them every motive to investigation ceases. The extremest evils, both of lethargy and superciliousness, become inevitable.'"

283. In *Madras* the only Oriental institution is the Madrissa-i-Azam. The following

following extract from the education report of 1858-59 refers to a re-organization carried out in that year:—

"Arrangements were made during the past year for re-organizing the Madrissa-i-Azam, an institution which was established by the late Nawab of the Carnatic for the instruction of the Mahomedan population of Triplicane, and which has been adopted as a Government institution. It was found, on inspection, to be in a very inefficient condition; the attendance, though large, was extremely irregular, seldom exceeding one-half of the number of pupils nominally on the rolls. The amount of useful instruction imparted was extremely limited. The business of the institution, like that of its namesake at Calcutta, was teaching the Arabic and Persian languages, and the doctrines of the Mahomedan religion. All this has been altered. An efficient master has been placed at the head of the school; and the teachers generally have been replaced by more competent men, only two of the former staff having been retained. The course of instruction has been arranged on the model of that prescribed for the other Government schools; Hindoostani being made the medium of instruction in the lower classes, and English in the higher, and English being taught in all. The institution was opened on its new footing on the 1st May last; and, notwithstanding the enforcement of a more strict system of discipline, and alterations in the course of instruction, which are naturally distasteful to the Mahomedans, the number of pupils has already risen to 240, who attend with very tolerable regularity."

284. In pointing out the difficulties attending the working of this institution, the Director of Public Instruction made the following remarks in his report of 1863-64:—

"The difficulties attendant upon Mussulman education are much greater than those pertaining to the instruction of Hindoos; one of the principal is the advanced age at which Mahomedan lads commence their studies, another is the number of languages of which it is either necessary or desirable for them to obtain a knowledge. When a foreign language has to be acquired, its study should be commenced in early youth. In the case of the Mussulmans, however, this is not done, and the consequence is the obstacles in the way of success are greatly multiplied. Also, while a Hindoo has only English and a single vernacular to master, a Mahomedan youth attempts to combine the study of English, Tamil, or Telugu, Hindoostanee and Persian. Having regard to the circumstances mentioned, the progress of the Madrissa may be termed decidedly satisfactory; although, compared with the best among the Zillah schools, it necessarily takes a rather low position."

285. The same difficulties exist still; but on the whole the institution seems, if anything, to be gaining ground, if we may judge from the following figures:—

	Pupils.	Number of Students of the Institution who passed the Matriculation Examination.
1863-64 - - - - - -	238	2
1864-65 - - - - - -	229	3
1865-66 - - - - - -	297	3

286. The following remarks regarding the institution are taken from the Education Report of 1865-66:—

"The Madrissa-i-Azam, which is an institution for Mussulman lads alone, ranks with zillah schools, and is commonly included in their number. The results of the Inspector's examination were not altogether favourable; and the numerical weakness of the senior classes, which involved as a consequence the expenditure of the labour of the senior and best paid teachers upon a comparatively small number of boys, was a matter for regret. At the same time, in trying to raise the standard a weak class has often to be allowed to exist temporarily; what is requisite is, that if the standard aimed at be found too high for the circumstances of the case, a lower one should be adopted. I trust, however, that the progress of Mussulman education will be such as to prevent any lowering of the standard aimed at in the Madrissa. From this institution six pupils went up to the matriculation examination, of whom three passed."

287. In Bombay the Poona College was originally a Brahmin college for the cultivation

cultivation of the study of Sanscrit. I may repeat here the account of it already given under the general head of colleges:—

"On the occupation of the Deccan by the British Government in 1818, it was found that a certain portion of the revenues of the Maratha State had been yearly set apart for pensions and presents to Brahmins (Dakshina). To prevent hardship and disappointment, and to fulfil the implied obligations of the new rulers, the British Government continued these payments; but, as the pensions and allowances fell in, they resolved, while maintaining the same total expenditure, under the name of the Dakshina Fund, to devote a portion of it to a more permanently useful end, in the encouragement of such kind of learning as the Brahmins were willing to cultivate. With this view the Poona College was founded in 1821 as a Sanscrit college, exclusively for Brahmins.

"In 1837 some branches of Hindoo learning were dropped; the study of the vernacular and of English was introduced, and the college was open to all classes; and, after having been amalgamated with the English school in 1851, it arose in its present form in 1857, by a separation of the college division from the school division. From another portion of the Dakshina Fund Dakshina fellowships have been founded, of which four, viz., one senior fellowship of 100 rupees per mensem, and three junior fellowships each of 50 rupees per mensem, are attached to the college."

288. The following remarks respecting the Sanscrit branch of the Poona College are taken from Mr. Howard's pamphlet of 1865. They relate to the comparatively recent re-organisations carried out:—

"The 'Sanscrit Department" was marked for a root and branch reform.

* * * * *

"I have mentioned the Sanscrit department of Poona College. This consisted of a crowd of half naked Brâhmins, mostly beggars, taught by pundits on the indigenous system. The pupils were either stipendiary scholars or free. They learned nothing but Sanscrit, and that not well. Most of them became priests after leaving college. Their teachers the 'shastrees' were ignorant of all human knowledge save the 'shastra' professed by them. They were also arrogant and obstructive. They had as little notion of order or discipline as they had of literature or science. No learned book or philological tract, or critical reprint, ever proceeded from Poona College. When a descriptive catalogue of the Sanscrit manuscripts in the library was asked for, the shastrees simply confessed that they did not know how to make one. After some hesitation, it was resolved to abolish a department which seemed a standing protest against all the other reforms introduced into Poona College. The remaining pupils were merged in the 'English' department, and the shastrees were bid to teach Sanscrit to all comers in the college and school. They refused to instruct in the sacred language any but Brahmins, and were put on half pay. A native of liberal ideas and European knowledge was set to direct the Sanscrit studies, which henceforward were to be pursued not in the spirit of Brahminical theology, but as a branch of general learning. Finally, in the following year, a German Orientalist was brought from Europe as permanent professor of Sanscrit.

"Dr. Martin Haug, known chiefly by his researches in Zoroastrian antiquities, came to India in November 1859 and at once joined the college at Poona. He has the honour of organising, almost of creating, a genuine study of Sanscrit in Western India. His original investigations into Vedic and Zend antiquity, carried on side by side with his teaching, gave him importance among even the pundits and the dasturs. The English bred natives gladly accepted the methods of scientific philology. Among Dr. Haug's pupils are men who combine the accumulated knowledge of the pundits with the critical acumen of the European philologist. One of these scholars, a Maratha Brahmin, in 1863 took University honours in 'Languages,' of which one was Sanscrit, the second being English.

"In February 1863, another learned German, Dr. George Bühler, was appointed Sanscrit professor in Elphinstone College. Previously the Duxina fellows and a shastree had taken the Sanscrit classes in this class.

"Sanscrit is now taught in the vernacular colleges, and many schools, English and vernacular. I believe that the Hindoos are much gratified by finding their ancient language again in honour. A reflex result has been to diffuse a taste for Sanscrit among the people of Western India. I have before me a rather remarkable proof of this result. In the last monthly catalogue of Oriental literature on sale at a London publishers, I find a list of 46 Sanscrit works all printed in India. Of these 25 come from Calcutta, Benares, and other places, and all the rest from either Bombay or Poona.

289. The following account of the spread of the study of Sanscrit in Bombay is taken from the Director's Report for 1865-66:—

"Great impulse has been given of late to the study of Sanscrit in this Presidency. Firstly, by the excellent professors of the language in Elphinstone and Poona Colleges; secondly,

secondly, by the University rule requiring this or some other classical language to be brought up for the arts examinations; thirdly, by the foundation of the Bhugwandass Purshotumdass Sanscrit scholarship for bachelors of arts; fourthly, by the publication of a first Sanscrit book by Mr. Ramkrishna Gopal Bhandarkar, M.A.; fifthly, by the liberality of Mr. Vinayakrao Sunkersett, who has recently founded two annual Sanscrit scholarships, styled, in honour of his late father's memory, the Juggonath Sunkersett Scholarships, which are to be contended for in connection with the University matriculation examination. Soon every high school in this department will be a school for Sanscrit scholarship. And this will be a great advantage, for Sanscrit studied according to the European method, and in conjunction with English, cannot fail to strengthen the minds of native students.

"In connection with this subject, I beg to call attention to a letter from Professors Bühler and Kielhorn (subjoined in Appendix H., page 196) proposing a series of Sanscrit classics to be brought out by themselves and by native Sanscritists under their superintendence. This excellent proposal is now being carried out, and it will, I trust, result in furnishing us with good and cheap texts of Sanscrit classics to be used in our high schools and colleges, and possibly to be adopted by educational institutions elsewhere."

290. Before passing from this subject, I may refer to the movement which recently took place in the Punjab on the part of the native nobility and gentry of Lahore, towards the introduction of a scheme for encouraging and directing the progress of Oriental literature and science. The best reference to the movement in question will be an extract from the reply of the Lieutenant Governor (Sir Donald McLeod) to the address of the native nobility. The reply was given in February 1866; and the following extract will show something of its nature:

"It is with no ordinary satisfaction that I have received from the hands of Dr. Leitner your address regarding the scheme which you have devised, and have partially set on foot, for encouraging and directing in this Province the progress of Oriental literature and science, and the spread of knowledge through the vernaculars; I have felt greatly gratified to find that the few words addressed by me to the Director of Public Instruction have been taken up, and the views which I urged in them expanded by you, with an earnestness and cordiality which I had no right to expect for them. Your learned and truly sympathising friend and adviser, who has come some hundreds of miles to deliver your address, and communicate your feelings and desires, has had the benefit, not only of drawing largely from the founts of European knowledge, but of mixing much and freely with Oriental races in other lands, whereby he has been enabled to discriminate all that is calculated to be unsuitable or distasteful to you, from what may be turned to good account, and likely to prove, if judiciously worked out, of the highest value. I feel very grateful to him for having thus apprehended, and pointed out to you the way, and to you for having thus far so generously and so heartily followed it."

"Some among you may doubtless be aware, though all of you cannot be so, that in 1835 A.D. under the auspices of Lord William Bentinck, the Governor General of India, the rules and principles to be followed by Government and its officers, in the work of education, were placed on a new basis. Amongst those who were the main advisers and promoters of this measure are to be found the names of Macaulay, Trevelyan, Duff, and others well known as amongst the most enlightened and earnest friends of the natives of Hindoostan. Dissatisfaction was justly felt and avowed by them at the meagre results which had previously been attained by efforts made to convey instruction to the people through the languages of the country; and it was determined that thenceforth the English language should be chiefly relied on as the means of imparting to our subjects in this land the knowledge of the West.

"Up to that time no serious effort had been made to employ those languages as a medium for imparting the knowledge which European nations most value, so that it is no matter for surprise that such dissatisfaction should have been felt. But there were at the time not a few who were of opinion that the scheme of education then determined upon was too exclusive, as well as practically ungenerous, from omitting and decrying all that you value the most. And although great progress has undoubtedly been made since then, many distinguished and enlightened scholars have been raised from amongst your countrymen, and the desire for education has greatly increased on every hand, there are now a still larger number amongst us, and I must avow myself to be one of this number, who consider that the results which have been attained show that opinion to have been correct, inasmuch as, notwithstanding some brilliant exceptions, the great bulk of our scholars never attain more than a very superficial knowledge, either of English or of the subjects they study in that language, while the mental training imparted is, as a general rule, of a purely imitative character, ill calculated to raise the nation to habits of vigorous or independent thought.

"It appears indeed evident that, to impart knowledge in a foreign tongue must of necessity greatly increase the difficulties of education. In England, where the Latin and Greek languages are considered an essential part of a polite education, all general

instruction

instruction is conveyed, not in those languages, but in the vernacular of the country; and it seems difficult to assign a sufficient reason why a different principle should be acted upon here. It was doubtless hoped, by the eminent men who inaugurated the revised arrangements, that as youths were sent forth from our collegiate institutions, thoroughly imbued with a taste for the literature, science, and art of other lands, and gifted with superior attainments in these, they would devote themselves to facilitating the path for their fellow-countrymen; and that a vernacular literature of a superior order would thus spring up. But the necessity for creating such a literature does not appear to have been practically kept in view; and it is an undoubted fact that, up to the present time, as regards Oordoo and Hindee, the vernacular languages of Upper India, little or no progress has been made towards the attainment of this end. So that your countrymen have as yet no means afforded them of acquiring, in their own languages, some fair portion at least of that knowledge of which such abundant stores exist in the languages of the West.

"Nor do I feel at all hopeful that anything like a vigorous, original, or copious vernacular literature will be produced within our generation, unless very special efforts be made for securing this end. While the system now in force appears to me but ill-adapted for such a purpose, the amount of time which is necessary to devote to the various subjects studied in our schools, where these are taught in the English language, leaves but little time for perfecting our pupils in their knowledge of that language itself. Many parents have complained to me of this as regards their sons; and it cannot be denied, at least as far as this Province is concerned, that a really good English scholar is but rarely produced even from amongst those who have matriculated at the University. Vigorous mental training appears to be but little aimed at; while the youths who are attracted to our schools or colleges, are for the most part those who desire only to qualify themselves for public employ, or to acquire a colloquial knowedge of English, seldom or never including youths of those classes who are used to devote themselves wholly to the cause of learning.

"And this brings me to the defect, which I myself more especially deplore, in the system of instruction at present almost exclusively followed, viz., that it has tended, though not intentionally, to alienate from us, in a great measure, the really learned men of your race. Little or nothing has been done to conciliate these, while the literature and science which they most highly value have been virtually ignored. The consequence has been that the men of most cultivated minds amongst our race and yours have remained but too often widely apart, each being unable either to understand or to appreciate the other. And thus we have virtually lost the aid and co-operation of those classes who, I feel assured, afforded by far the best instruments for creating the literature we desire. This is, in my opinion, very much to be lamented; and where a different policy has been pursued by individuals following the bent of their own instincts, and striving to attain a better knowledge of those by whom they are surrounded, I have myself witnessed the most remarkable and gratifying results.

* * * * *

"I by no means intend, however, by what I have said above, that the study of your own classic authors should be your end and sole aim in the educational measures you may devise for your fellow-countrymen; but I desire to direct your attention to their works, because they have been almost wholly overlooked in existing educational schemes, and because I am convinced that, if rightly employed, they will prove a most important addition to the means of mental culture at present employed. I know how deeply you value and revere these, and respond to any appreciation of them by others. I know that they contain much that is of great value, and I know too how admirably adapted many of them are for training the minds of youths to vigorous habits of thought.

* * * * *

"I think it premature to discuss at the present time, and in this place, some of the measures urged in your address, such as conferring on your institutions authority to grant diplomas, degrees, &c., and giving the preference for Government employ to those applicants who may be thus distinguished. But as your arrangements become more matured, we may hope that such points will be adjusted in a manner satisfactory to you, and that every reasonable concession will be gladly made by those with whom the power rests. There are, however, a few points to which it is necessary that I advert before concluding this reply.

"*First.*—You request that your principal educational institution, or whatever designation may be ultimately determined for it, may be honoured by the patronage of Her Majesty the Queen of England. And on this point, all that I can promise is that so soon as your proceedings shall have become further advanced, and one or more institutions shall have been established on improved principles, I will submit your request for the favourable consideration of the Supreme Government, with a view to its transmission to the Right Honourable the Secretary of State for India, and submission by him, should he deem this fitting, for the consideration of Her Most Gracious Majesty. The hearty and effective manner in which his Excellency the Viceroy has spontaneously evinced his approval of your project affords sufficient guarantee that you will have his

cordial support, and none of you can doubt with what deep interest Her Majesty regards all that may conduce to the benefit of Her Indian subjects.

"*Secondly.*—You request me to secure, as far as possible, the pecuniary aid of Government in the form of an equivalent to the entire amount of donations collected from private parties, and a grant-in-aid equal to the amount of annual subscriptions. The returns which accompany your address show that, at the time of its preparation, donations amounting to 8,138 rupees, and yearly subscriptions aggregating 7,181 rupees per annum had been promised. These are large amounts; and as the above include only the subscriptions of his Excellency the Viceroy, and his Highness the Rajah of Kappurthulla, with the contributions of the communities of Lahore and Umritsur, while other localities have already intimated their desire to co-operate, larger sums may be looked for as your proceedings become more generally known. Whether it will be possible for Government to supplement all the income thus derived from private sources I cannot undertake to say, but I have entered in the Budget for the coming year, on this account, such a sum as it has appeared to me reasonable to propose; and I venture to entertain a confident hope that, for the encouragement of educational efforts so entirely in accordance with the views set forth in the Educational Despatch of 1854, on which all grants-in-aid are based, the Government will gladly concede such amount as the state of the finances may permit, without impairing the direct operations of Government through its own educational institutions.

"*Lastly.*—You urge that the fixed endowment of your institutions may be allowed to take the form of a jaghire, yielding a yearly income equal to the interest of the aggregate donations of the public, with Government equivalent. I am not aware why a jaghire should be preferred, as an endowment to an investment in the promissory notes of Government, or other suitable securities. The Supreme Government has frequently expressed a strong disinclination to make over to a jaghirdar, who has not heretofore held their lands of which the proprietorship belongs to other parties, and although the same objections might not perhaps exist, to conferring a new jaghir on an educational body, which could have no concern with its management, and would simply enjoy the yearly revenues, it is not apparent to me what special advantage could result from such an arrangement, while it might in some respects prove inconvenient to the grantees themselves. If, however, any definite and well-considered proposal to this effect be hereafter submitted, I shall be prepared to give it my careful attention."

SECTION VIII.

Scholarships.

291. The system which the Home Government recommended for introduction in 1854 is briefly sketched as follows in the Despatch of that year:—

"The system of free and stipendiary scholarships, to which we have already more than once referred as a connecting link between the different grades of educational institutions, will require some revision and extension in carrying out our enlarged educational plans. We wish to see the object proposed by Lord Auckland in 1839, 'of connecting the zillah schools with the central colleges, by attaching to the latter scholarships to which the best scholars of the former might be eligible,' more fully carried out; and also, as the measures we now propose assume an organized form, that the same system may be adopted with regard to schools of a lower description, and that the best pupils of the inferior school shall be provided for by means of scholarships in schools of a higher order, so that superior talent in every class may receive that encouragement and development which it deserves. The amount of the stipendiary scholarships should be fixed at such a sum as may be considered sufficient for the maintenance of the holders of them at the colleges or schools to which they are attached, and which may often be at a distance from the home of the students. We think it desirable that this system of scholarships should be carried out, not only in connection with those places of education which are under the immediate superintendence of the State, but in all educational institutions which will now be brought into our general system."

292. I now proceed to notice the system of scholarships in force in each Presidency and Province.

Bengal.

293. The Bengal scholarships are open to competition not only to Government but to private institutions, as will be seen from the following extract from the Bengal Report of 1863-64:—

"In Bengal the Government scholarships of every description have, for some years, been thrown open on equal terms to all educational institutions, Government and private, without exception. The removal of all restrictions in the competition for

for the public rewards of successful study has proved no less beneficial in practice than it is theoretically correct and just in principle, for open competition effectually stimulates emulation among the schools and colleges of all classes, and affords an indisputable test of their comparative efficiency, while it cuts away the grounds for dissatisfaction which private institutions must naturally and reasonably feel when they find themselves debarred from the substantial rewards bestowed on approved proficiency in institutions under Government control. Amongst the various measures adopted for spreading education and improving the character and standard of instruction in schools of all classes, the scholarship system must be regarded as second to none in practical efficacy, and a further extension of it would, I believe, be attended with advantages fully adequate to the consequent outlay."

294. The several grades of scholarships in Bengal are as follows:—

I. *Vernacular Scholarships.*—Of these 225, or about 10 in each district, are annually open to competition among the pupils of vernacular schools who may wish to continue their studies in higher class schools. These scholarships are worth four rupees per mensem, and are tenable for four years in higher class schools. A similar number (225) of scholarships are annually available for such of the pupils of vernacular schools as may wish to qualify themselves as teachers. These scholarships are tenable for one year in normal schools, or in zillah schools, where arrangements can be made for their proper training.

II. *Minor English Scholarships.*—The scholarships mentioned above being restricted to pupils of vernacular schools, it was deemed advisable to offer some similar encouragement to pupils of middle class Anglo-vernacular schools who might wish to continue their studies in higher class schools. To meet this want 200 scholarships of five rupees per mensem each were instituted in 1864-65. Of these 100 are available annually, each scholarship being tenable for two years. They are held in English schools of the higher class, the standard of examination being so fixed that successful candidates should be sufficiently advanced to be able to pass the university entrance examination at the expiration of their scholarship term.

III. *Junior Scholarships.*—These are for undergraduates studying for the first arts examination. The rules, as revised in February 1865, are given below:—

"One hundred and sixty junior scholarships are open annually to be competed for in the university entrance examination by candidates educated in any school in the Lower Provinces of Bengal.

"2. These scholarships are of the three grades: 10 of the 1st grade with stipends of (18) eighteen rupees per mensem; 50 of the 2nd grade, with stipends of (14) fourteen rupees per mensem; and a 100 of the 3rd grade, with stipends of (10) ten rupees per mensem.

"3. With the sanction of the Director of Public Instruction, a junior scholarship may be held at any one of the 'affiliated' colleges which may be selected by the holder.

"4. Each scholarship is tenable for two years, provided that due progress, und a collegiate course of instruction, is regularly made by the holder; a certificate of the fact being submitted, at the end of the first year, by the Principal of his College.

"5. The holder of a junior scholarship in a non-Government institution is liable at any time to be examined by two persons appointed by the Director of Public Instruction, and approved by the principal of the college to which he belongs, and, on proof of unsatisfactory progress, may be deprived of his scholarship.

"6. No candidate is eligible who did not study for the last 12 months at least in the school to which he belonged at the time of presenting himself at the entrance examination.

"7. The 10 scholarships of the first grade will be awarded to the 10 candidates who obtain the greatest number of marks in the entrance examination.

"8. The 50 scholarships of the second grade are reserved for schools situated within the five collegiate circles of Calcutta, Hooghly, Kishnaghur, Berhampore, and Dacca,* 10 scholarships for each circle, and will be awarded to the 10 highest candidates from each who do not gain scholarships of the first grade, provided their names appear in the first division.

"9. Fifty scholarships of the third grade are similarly reserved for the five collegiate circles, 10 for each circle, and will be awarded to the 10 highest candidates from

* *The Hooghly Circle includes* Howrah, Hooghly, 24-pergunnahs, Baraset, Midnapore, and the Province of Orissa.
The Kishnaghur Circle includes Nuddea, Burdwan, Jessore, Pubna, Beerbhoom, Bancoorah, and Puruliya.
The Berhampore Circle includes Moorshedabad, Rajshahi, Maldah, Dinajpur, Darjeeling, and the Province of Behar.
The Dacca Circle includes Dacca, Fureedpore, Bograh, Burrisal, Chittagong, Tipperah, Sylhet, Cachar, Khasia, Mymensing, Rungpur, and Assam.
The Calcutta Circle includes the town of Calcutta only.

from each who do not gain scholarships of the first or second grade, provided their names appear either in the first division or in the upper half of the second division.

"10. The scholarships not taken up under the two preceding rules by the circles for which they are reserved will be awarded to candidates from the general list in order of merit, provided they reach the prescribed standard.

"11. The remaining 50 scholarships of the third grade will be awarded, at the discretion of the Director of Public Instruction, to candidates who pass the examination, and appear deserving of reward and encouragement, although they may fail to reach the standard prescribed in the foregoing rules.

"12. The holders of scholarships in all Government colleges are required to pay the usual monthly fees which are levied from other students, provided always that no scholarship holder shall be required to pay a higher fee than (5) five rupees per mensem."

IV. *Senior Scholarships.*—These are for under graduates who have passed the first arts examination, and continue their studies for the B.A. degree." I give below the present senior scholarship rules:—

"Twenty-four senior scholarships are open annually, to be competed for in the first examination in arts by candidates educated in colleges affiliated to the University of Calcutta.

"2. These scholarships are of two grades; nine of the 1st grade, with stipends of (32) thirty-two rupees per mensem, and 15 of the 2nd grade, with stipends of (27) twenty-seven rupees per mensem.

"3. With the sanction of the Director of Public Instruction, a senior scholarship may be held at any one of the 'affiliated' colleges which may be selected by the holder.

"4. Each scholarship is tenable for two years, provided that due progress, under a collegiate course of instruction, is regularly made by the holder, a certificate of the fact being submitted at the end of the first year by the principal of his college.

"5. The holder of a senior scholarship in a non-Government institution is liable at any time to be examined by two persons appointed by the Director of Public Instruction, and approved by the principal of the college to which he belongs, and, on proof of unsatisfactory progress, may be deprived of his scholarship.

"6. Second year students alone are eligible, *i. e.*, those students who passed the entrance examination two years before presenting themselves for the first examination in arts.

"7. The nine scholarships of the 1st grade are open generally to all 'affiliated institutions without restriction, and will be awarded to the nine candidates who obtain the greatest number of marks in the first examination in arts.

"8. The 15 scholarships of the 2nd grade are reserved for the 'affiliated' institutions situated within the five collegiate circles of Calcutta, Hooghly, Kishnaghur, Berhampore, and Dacca*, three scholarships for each circle, and will be awarded to the three highest candidates from each circle who do not gain scholarships of the 1st grade, provided their names appear in the upper two-thirds of the list of passed candidates, as determined by the marks of the examiners. No candidate whose place is lower than this will be entitled to claim a scholarship.

"9. Scholarships, not taken up under the preceding rule by the circles for which they are reserved, will be awarded to candidates from the general list in order of merit, provided they reach the prescribed standard.

"10. The holders of scholarships in all Government colleges are required to pay the usual monthly fees which are levied from other students."

295. The rules for senior scholarships will have to be modified in January 1868, when a revised scale of senior scholarships recently sanctioned will come into force. The total number of scholarships is to be increased from 24 to 40, and to be of the following values:—

10 at 32 rupees.
12 at 25 „
18 at 20 „

296. Besides the above there are the "graduate scholarships" or foundation scholarships of the Presidency College. These appear to be awarded annually. No

*The *Hooghly Circle includes* Howrah, Hooghly, 24-pergunnahs, Baraset, Midnapore, and the Province of Orissa.
The Kishnaghur Circle includes Nuddea, Burdwan, Jessore, Pubna, Beerbhoom, Bancoora, and Puruliya.
The Berhampore Circle includes Moorshedabad, Rajshahi, Maldah, Dinajpur, Darjeeling, and the Province of Behar.
The Dacca Circle includes Dacca, Furreedpore, Bogra, Burrisal, Chittagong, Tipperah, Sylhet, Cachar, Khasia, Mymensing, Rungpur, and Assam.
The Calcutta Circle includes the town of Calcutta only.

No description of them is given by the Director in his reports; but in 1865-66 seven were awarded to bachelors of arts tenable for one year on condition of their prosecuting their studies for the M.A. degree. The average value of them was about 38 rupees per mensem.

There are also special scholarships for Sanscrit and Arabic and for the Medical College. The following statement of expenditure on scholarships in Bengal is given in the Report for 1865-66 :—

		Rs.	
Senior scholarships	- - - -	16,632	
Junior - - ditto	- - - -	41,880	
Graduate - ditto	- - - -	3,510	from local funds.
Arabic- - - ditto	- - - -	5,856	
Sanscrit - - ditto	- - - -	4,032	"
Minor English ditto	- - - -	956	
Vernacular ditto	- - - -	28,670	
Medical college ditto	- - - -	14,564	
	TOTAL - - Rs.	1,16,100	

North Western Provinces.

297. In the North Western Provinces, there are two classes of scholarships as follows :—

(1.) *Junior Scholarships.*—Five thousand six hundred rupees per annum has been sanctioned for these scholarships. They are worth three rupees each per mensem, and are given to pupils of Tehseelee and Anglo-vernacular schools selected by the inspectors on condition of their proceeding to one of the boarding house colleges in the North Western Provinces to pursue their studies. They appear to be tenable in some cases for three years, and other cases for one year.

(2.) *Scholarships for the three Upper Classes of the Schools.*—Their value is from four rupees to eight rupees each per mensem. They are awarded on the result of an examination by a board of examiners. They appear to be tenable only for one year.

(3.) *Senior Scholarships.*—These are for students pursuing their studies in college after passing the entrance examination, first arts examination, or B.A. examination. There are no specific rules fixing their number or the period for which they are tenable. They vary in amount from 10 rupees to 25 rupees. In 1866, the allotments for such scholarships numbered 37.

298. The total expenditure on account of scholarships in the North Western Provinces for 1865-66 was 17,962 rupees. There is a great want of specific information respecting the scholarship system of the North Western Provinces, which probably arises from the absence of any specific rules or regulations respecting the number and value of the scholarships of each class available annually, the period for which they are to be tenable, and the conditions under which they are to be awarded.

Punjab.

299. In the Punjab there are two kinds of scholarships, as follows :—

(1.) Scholarships given to pupils of zillah schools as rewards and encouragements to continued study.—Of late years the Director of Public Instruction has confined these scholarships as much as possible to pupils who, having completed their course in an inferior school, proceed to a higher school to continue their studies. The total number of such scholarships in 1865-66 was 215, of an average amount of about *Rs.* 2. 12. each per mensem.

(2.) Scholarships given to matriculated students continuing their studies in colleges. —When the two colleges at Delhi and Lahore were established, an allowance of 100 rupees each was sanctioned for scholarships. The Punjab Director asked that this amount might be doubled, his idea being that every student who attended college should have a scholarship; and, that, if this were not given, all, or nearly all, the students not getting scholarships would disappear. As a temporary arrangement it has been decided to allow one scholarship for every three students attending the college, the value of such scholarships corresponding to the average value of the junior and senior scholarships in Bengal.

Madras.

300. Nothing is said about scholarships in the Madras Report for 1865-66. The following extract from the Report of the previous year may be given:—

Scholarships.

Para. 278.—"The bulk of the expenditure on scholarships continues to be in connection with professional training, either in normal schools, or in the lower departments of the medical and civil engineering colleges. To meet, however, the increase in the number of matriculating students, 15, instead of as last year 10, scholarships of 10 rupees per mensem were offered for competition at the matriculation examination in February 1865, and provision was made by an increase to their stipends for the incitement of scholarship-holders to secure a place in the higher class at the first examination in arts. The rules laid down regarding the scholarships are subjoined:—

"1.—Every candidate must be a pupil in some institution.

"2.—At the time of examination, the age of a candidate must not exceed 19 years.

"3.—The candidate must obtain places in the 1st class at the examination; and they must further secure at least one-third of the total marks assigned to the English language.

"4.—The candidates must engage to prosecute their studies up to the B. A. standard, and to offer themselves for examination with the view of obtaining the degree of bachelor of arts within three years after their nomination to the scholarships.

"5.—As two years must elapse between the date of passing the first examination in arts and that of attending the B. A. examination, a student nominated to a matriculation scholarship will forfeit it in case of his failing to pass the first examination in arts within one year from the award of his stipend.

"6.—The scholarships will be tenable for three years, supposing the holders to pass the first examination in arts at the prescribed time, and to conduct themselves in a satisfactory manner.

"7.—The successful candidates must, if not already in one, enter some college or school in which satisfactory provision is made for educating students up to the B. A. standard.

"8.—In case of a scholarship-holders obtaining a place in the 1st class at the first examination in arts, an addition of five rupees per mensem will be made to his stipend during the concluding two years of his preparation for the B. A. examination."

301. From the statistical return appended to the Madras Report of 1865-66, it appears that 149 scholarships tenable in normal schools were gained during the year, besides 24 free studentships in the same institutions. Only eight scholarships appear in the list as tenable in institutions for general education; of these six belonged to the provincial school at Combaconum, and two to the provincial school at Bellary.

Bombay.

302. There is a deficiency of recent information respecting scholarships in Bombay. The subject is not mentioned by the Director in his report, and the prescribed statistical table respecting scholarship-holders has been omitted from the Appendices.

303. It was in 1863-64 that a scheme of scholarships or exhibitions to be held at high schools by boys coming from other inferior schools to prosecute their studies was first fairly brought into operation. In that year the exhibitions of this class numbered 142, varying in value from three rupees to 10 rupees per mensem each. The system appears to have worked well; it has greatly increased the influence of high schools by filling their benches with boys from all parts of the country.

304. There are also college scholarships in the Poona and Elphinstone Colleges. The following extract from Mr. Howard's Memorandum of June 1865 gives an account of the way in which the college scholarship system had of late years been re-organised:—

"The system of scholarships and free studentships at each college was re-organised. The funds were applied chiefly to the purpose of encouraging the senior men to persevere through a full college course. For instance, in Elphinstone College the junior scholarships (first and second year) were reduced from 36 to 20; the senior scholarships

ships were raised from 9 to 20. The 38 scholarships of the Poona College, originally tenable for 10 years each, and half of them held by school children, were by degrees confined to the college classes, and 16 were reserved for young men who had already gone through two years of college study. Free studentships, which had been lavished too freely, were retrenched. The effect of these measures was to clear each college of many idlers, and to form a compact group of promising senior students.

"At the same time annual examinations were set on foot for junior and senior scholarships according to printed standards. The candidates for the former were for the most part also candidates for college entrance or matriculation. The candidates for the latter had completed two years at college. The senior scholarship examinations were to be conducted by persons not professors in the colleges."

305. A brief notice may here be taken of the "Duxina Fellowships," of which the following account is given in Mr. Howard's Memorandum:—

"Connected with the reform of the colleges was the foundation of a set of native fellowships and tutorships. Since the conquest of the Dekkan the Bombay Government had, for political reasons, continued the practice of the Maratha Court of granting annuities called "Duxina" to Brahmins. The allowance applicable to this purpose was separately credited in the accounts of the British Government. For some years, however, no new annuity had been granted, and there was in hand an accumulated balance of the "Duxina Fund," which was yearly increased by lapses on the death or (sometimes) the misconduct of annuitants.

"In 1858 the Government gave their sanction to a scheme of providing by means of the unexpended balance of Duxina, five senior and 10 junior fellowships, to be attached to one or other of the colleges on conditions mentioned in the director's Annual Report for 1857-58. Two benefits were expected from this arrangement:—First the young men elected fellows—presumably the best men of the University—would thus, like the fellows of colleges at home, be detained for a few years among the influences of a learned life; and then they would supply to the colleges the *native tutorial element*, the value of which the ablest European professors have often insisted on. There are now five Duxina fellows and tutors in Elphinstone College, and four in Poona College. It has been stated, and it may be believed, that the foundation has quite answered all reasonable expectations."

Oude.

306. In Oude there are only a few school scholarships paid to pupils in Zillah and Tehsil schools from subscriptions, the aggregate amount for 1865-66 being 1,079 rupees.

307. Six under-graduates in the Canning College received scholarships of 10 rupees each per mensem from the college funds. A sum of 2,520 rupees was sanctioned by the Government of India for scholarships in Oude for the year 1866-67.

Central Provinces.

308. Only 696 rupees were spent in scholarships in the Central Provinces in in 1865-66. They were allotted among the Zillah schools; their value varying from one rupee to eight rupees each per mensem.

The question of making further provision for scholarships in the Central Provinces has since been under consideration.

Mysore.

309. There are no scholarships in Mysore.

SECTION IX.

Employment of Students in the Public Service.

310. This subject is one which has obtained a considerable amount of attention in some parts of India and was expressly referred to by the Home Government in the educational Despatches of 1854 and 1859.* In the former Despatch allusion was made to a Resolution of the Government of India, dated the 10th October 1844, the object of which was to afford to educational measures "every reasonable encouragement, by holding out to those who have taken advantage of the opportunity of instruction afforded to them a fair prospect of employment in the public service, and thereby not only to reward individual merit,

* *See* paras. 72-77, despatch of 1854. *See* para. 63, despatch of 1859.

but to enable the State to profit as largely and as early as possible by the result of the measures adopted of late years for the instruction of the people." The Resolution had, it would seem, primary if not exclusive reference to ministerial appointments. Returns were directed to be furnished by educational officers of "students qualified for the public service," and the heads of offices were enjoined to "omit no opportunity of providing for and advancing the candidates thus presented to their notice, and in filling up every situation, of whatever grade, in their gift, to show them an invariable preference over others not possessed of superior qualifications."

311. It was observed, in the Despatch of 1854, that the requisition for lists of meritorious students had failed, but that the object in view would be attainable on the establishment of universities, "as the acquisition of a degree, and still more, the attainment of university distinctions, will bring highly educated young men under the notice of Government." In directing, therefore, that the Resolutions in question should be revised, so as practically to carry out the object in view, the following statement was made of what that object was :—

> "What we desire is, that where the other qualifications of the candidates for appointments under Government are equal, a person who has received a good education, irrespective of the place or manner in which it may have been acquired, should be preferred to one who has not; and that, even in lower situations, a man who can read and write be preferred to one who cannot, if he is equally eligible in other respects.
>
> "76. We also approve of the institution of examinations, where practicable, to be simply and entirely tests of the fitness of candidates for the special duties of the various departments in which they are seeking employment, as has been the case in the Bombay Presidency. We confidently commit the encouragement of educated in preference to uneducated men to the different officers who are responsible for their selection; and we cannot interfere by any further regulations to fetter their free choice in a matter of which they bear the sole responsibility."

312. In 1856 the Government of India passed a Resolution the primary object of which was to lay down general instructions respecting the ascertainment by examination of the qualifications of such "uncovenanted officers in the several branches of executive administration as are entrusted with independent authority, and empowered to exercise the functions of covenanted assistants in either the magisterial or revenue departments of the public service;" but which also expressed a desire in respect of employment in the lower grades, "that all officers having in their hands the selection of persons for such employment may be guided by the general principle of examining candidates with a view to test their general as well as special qualifications, and of giving the preference to those who are educated and well informed over those who are not, when both are equally well qualified for the special duty required."

313. In the Despatch of 1859 the Secretary of State communicated the following remarks :

> "It has long been the object of the several Governments to raise the qualifications of the public servants even in the lowest appointments; and by recent orders no person can, without a special report from the appointing officer, be admitted into the service of Government on a salary exceeding six rupees per mensem who is destitute of elementary education; and elaborate rules have been framed by which a gradually ascending scale of scholastic qualification is required in those entering the higher ranks of the service. It may be anticipated that many years will elapse before a sufficient number of educated young men are raised up in India to supply the various subordinate offices in the Administration in the manner contemplated by the new rules."

314. I now proceed to the main object of this section of the note, viz., to sketch the measures which have been taken in each Presidency or Province for giving effect to the above principle, and the result which has attended them.

Bengal.

315. In Bengal the complaint of the Education Department has, for many years, been, that the orders of Government on this subject had become a dead letter; but it will be seen, from the following extract from the Bengal Report

of

of 1865-66, that something has recently been done towards enforcing the principle enunciated in 1855-56 :—

"With reference to representations that have been frequently made by this department regarding the employment of uneducated persons in the public offices in the Mofussil, the Lieutenant Governor has issued fresh instructions confirming, with some amendments, the Resolution * of 30th January 1856, which laid down the principles upon which the admission of candidates for ministerial employments in Mofussil offices is to be regulated.

"The main object of the Resolution was the encouragement of education by giving preference to educated candidates in the disposal of all public appointments. But the orders of Government on this subject having in most districts been forgotten or disregarded, measures have now been taken to enforce the observance of them; for which purpose some rules of procedure have been passed during the year and circulated to all heads of offices. The most important feature of these rules is the check imposed by them on the apprentice system which prevails in all Mofussil offices. By the orders of 1856, it was prescribed that no apprentice should be admitted into any office without the express sanction of the head of the office. It has been further prescribed by the rules now circulated that not more than five apprentices shall be retained in any office, and that apprentices failing to obtain a paid appointment within five years shall not be retained in any capacity."

* Appendix B. of Report for 1855-56.

North Western Provinces.

316. In the North Western Provinces, also, the Education Department has till recently loudly complained of the disregard on the part of civil officers of the rules of 1856. In August 1864 the Government of the North Western Provinces order the submission annually by all heads of offices of a statement showing, among other things, the *place of education* of all persons appointed to Government situations. From these statements the following results were made out by the Director:

DEPARTMENTS.	1864.		1865.	
	Number of Appointments made.	Number of Persons Educated at Government Schools taken.	Number of Appointments made.	Number of Persons Educated at Government Schools taken.
Judicial	14	2	12	1
Revenue	45	15	38	13
Public Works	15	15	4	4
Police	13	6	3	1
Jail	26	7	19	6
Education	29	26	26	18
TOTAL	142	71	102	48

From this the Director observes, "it appears that in all departments, except public works and education, the preference is given to privately educated students."

Punjab.

317. In his Report for 1863-64 the Director of Public Instruction, while admitting that the relatives of the native amlah, who had served as apprentices, are almost invariably nominated to fill vacancies, did not see his way to recommend more than that all such candidates should be required to show some knowledge in history, geography, and arithmetic. The Punjab Government, however, went further and passed during 1865-66 rules for the examination of candidates for tehsildarships, treasury and other clerkships, pleaderships, &c., due weight being given to success in the University examinations. It is stated, in the Report above alluded to, that the subject of an elementary examination of candidates for *subordinate* government employ is still under the consideration of a committee.

Madras.

318. In Madras a scheme of examination for all appointments above the grade of peon was promulgated in 1858, a copy of the rules and of the correspondence on the subject will be found in Appendix (F.) of the Education Report for 1858-59.

The enormous numbers who came up for examination, some of them being quite unfitted for it, gave rise to several modifications. A fee of 3-8 rupees was levied from each candidate; but it was found necessary afterwards to raise it to five rupees for the general test, and to seven rupees for the special test. The operation of the general test has further been restricted to situations above 25 rupees per mensem.

These examinations are termed the "Uncovenanted Civil Service Examinations, and are under the charge of a Special Commissioner.

Bombay.

319. In September 1866 the Bombay Government issued a notification which contains the present Rules for regulating the admission of candidates into the lower grades of the Public Service. These rules are given below:—

"The following Rules for regulating the admission of candidates into the lower grades of the Public Service are published in supercession of those issued in the *Government Gazette* of the 20th May 1852, and subsequently. The Rules apply to all appointments in the revenue, judicial, political, and other branches of the service above those of a menial character, and the salary of which is 50 rupees and under. The Rules do not apply to the executive police, or to persons nominated from the executive police to other offices in the same department. Special Rules already exist for admission to, and promotion in, the higher grades.

"I. Hereafter no one will be eligible for employment, except:—

"1st. Matriculated students of the University, who are admissible without further examination or certificate.

"2nd. The holders of certificates of qualification from the Educational Department.

"3rd. The holders of certificates issued by a committee held in past years under the old Rules.

"II. The certificates of qualification to be given by the Educational Department will be of two classes: a first class will certify that the candidate is qualified according to the standard specified in Appendix (A.), and will be a passport for admission into either English or vernacular offices.

"A second class certificate will qualify a candidate for admission into a vernacular office only, and will certify that he is qualified according to the standard specified in Appendix (B.)

"Certificates will be awarded in Government schools at the time of the annual inspection. First class certificates must be signed by Educational Inspectors; second class certificates by Deputy or Assistant Deputy Inspectors. Each first class certificate must bear the holder's signature in English characters, and each second class certificate must bear the holder's signature in vernacular characters.

"III. Candidates from schools not under Government inspection must, on or before the 1st October in each year, make application to the Educational Inspector of the Division, or to the nearest Deputy Educational Inspector, according as they wish, for first class or second class certificates. Arrangements will then be made for their examination.

"IV. The Director of Public Instruction will publish quarterly, in the *Government Gazette*, a list of the candidates passed under the respective standards. From this list the nominating officer will make his selection; and if it be found that the number of candidates passed according to the standards now prescribed is so small as not to allow a field for selection, Government, on report being made, will revise the standards of examination.

"V. Every one admitted into the Public Service, in the manner above described will enter, subject to the condition of passing an examination in the special subjects of which a knowledge is required in the Department.

"VI. The Rules for regulating the Departmental Examinations will be sanctioned by Government, from time to time, as may be deemed expedient.

"VII. No one is admissible into the Service under the age of 18; and no one, except a matriculated student of the University, will be eligible for promotion to a place of more than 30 rupees in the English, or 20 rupees in the Vernacular Departments, until the expiration of three years' service, unless the place to which he is nominated be the lowest paid in the office."

Oude.

320. There is no information as to the existence of any rules or system for regulating the admission of candidates for public employ in Oude.

Central Provinces.

321. In 1863 the Chief Commissioner of the Central Provinces issued orders requiring all candidates for subordinate public employ in which a certain degree of scholarship was essential, as well as all persons holding such situations, to be subjected to certain tests by examination before being employed, confirmed in employ, or promoted, as the case might be.

Two classes of certificates were arranged, the one for passing an elementary examination in reading, writing, and arithmetic; and the other for higher acquirements, including the knowledge of a second language, and acquaintance with geography, Indian history, and arithmetic up to decimal fractions.

Since the promulgation of the above rules, no less than 1,100 men have passed.

Mysore.

322. The following paragraph from the Director's Report of 1865-66 shows how matters stand in that Province :—

> "Nearly all the public servants have been educated either in the Government or Mysore schools; and, though a formal system of examination has not been established as in Madras, heads of offices have been requested to give the preference to educated candidates. Volunteers in offices who have not finished their education are no longer permitted, and the abolition of the practice has been attended with beneficial results to the schools."

SECTION X.

English Language in Indian Education.

323. The position of the English language in relation to the various grades of schools in India is a matter of some importance. In the Dispatch of 1854 the Home Government intimated an opinion that, for the conveyance of general education to the great mass of the people, the *vernacular* must necessarily be used as the *medium*, while, for the conveyance of a high order of education in the science and literature of Europe, it was equally necessary that the *English language* should be the *medium*. Reference was also made to the evil tendency, which had shown itself more especially in the immediate vicinity of the Presidency towns, to substitute a study of the English language in place of the accquisition of general knowledge through the vernacular.

Bengal.

324. The committee for the improvement of schools in *Bengal* seem to express an opinion in their Report of 1856, that even in the Government zillah schools some encouragement was given to this tendency. Many of the zillah schols, professing to afford a high order of education, and adopting English as the medium of conveying it, were, nevertheless, believed to be "really inferior schools," and for these the committee recommended a lower classification, and the adoption of the vernacular as the medium of instruction. But the direction in which the tendency was most observable in the committee's opinion was that of the grant-in-aid schools, a large class of which were the result of the growing desire for English education, and were fitted only to meet the wants of those who desired to obtain at a cheap rate, and without the inconvenience of absence from home, "as much knowledge of English, and no more, as is sufficient for becoming inferior clerks, copyists, salesmen, hawkers, &c."

325. The committee were "unanimously of opinion that the tendency of such schools is to aggravate a very serious evil, viz., the substitution of a very imperfect and inaccurate knowledge of English, with a still smaller knowledge of other things for that higher education which, while giving full and accurate information of a practical kind, would at the same time strengthen the faculties of the mind."

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326. It was stated some years ago by the Director of Public Instruction, Bengal, that "to secure for their children a knowledge of our tongue is the one object for which, as a rule, the people are willing to pay, and for this they will frequently incur an expense which would even altogether be disproportioned to their means;" and this is doubtless still the case. It is clearly, therefore, necessary to watch lest this desire for the acquisition of English should lead to the result feared by the committee.

327. The Director of Public Instruction entered at length into the subject in his Report for 1863-64. He there stated that he did not entertain any apprehension of the study of English being carried on at the expense of a sound practical education conveyed through the medium of the vernacular. On the contrary, he thought that the introduction of English as a language to be studied had exactly the opposite effect, tending to raise the standard of a school by introducing the laborious study of the grammar of a non-vernacular language, and thereby supplying to Indian schools what the study of the Latin grammar supplies to English schools, viz., a study which trains and disciplines the mind.

328. But Mr. Atkinson admitted that "in many Anglo-vernacular schools, English is far too much employed *as the medium of instruction*, and this to such an extent as seriously to retard the progress of the students in their acquisition of general knowledge; while, as regards quality, the English taught in them is too often not only rudimentary, but curiously faulty in idiom and accent." Mr. Atkinson thus admitted the main point to which the committee's observations were directed. But while making this admission, he seems, if I understand his remarks rightly, to contend that the evils of a too large use of the English language as a medium of instruction are less than the advantages. The great money value attached by the natives of Bengal to an acquisition of the English language led, he observed, to an easy obtainment of funds, which would otherwise be wanting, thus indirectly improving the staff and status of the schools; and, on the whole, he was of opinion that the use made of the English language, "though not free from mistakes and disadvantages," was beneficial, and deserved "encouragement rather than repression."

North-Western Provinces.

329. In the North-Western Provinces there were until recently but few schools in which English was taught as a language, much less used as the medium of instruction.

330. The education reports of the North-Western Provinces for the last few years contain notices of the rapidly extending desire among the people for the acquisition of a knowledge of the English language, but as yet apparently it is chiefly taught as a language, and not made to supersede the vernacular as a medium of instruction. In 1863-64 the Director estimated the number of pupils studying English as "three or four times what it was in 1856," and stated that Anglo-vernacular schools or classes had been started at almost every chief town. In the Report for 1865-66 he records a still further development of the desire for the study of English, stating that he reckons the number of students of English in Government schools to be about 6,500, and in aided schools about 9,229, being about half as much again as the estimate of the previous year.

Punjab.

331. In the Punjab also, the study of the English language has been of comparatively recent growth, and every year's returns show how rapidly it is increasing. The following figures give some idea of the increase:—

	Number of Pupils studying English at Government and Private Schools.
1861-62	4,439
1862-63	5,834
1863-64	8,359
1864-65	11,269
1865-66	13,181

332. The increase is almost entirely in schools of the higher class. There is nothing in the Punjab reports to show how far instruction is conveyed through the *medium of English*, but it is probable that the bulk of those entered in the statement above are studying English merely as a language. It was distinctly stated by the Director, in 1863-64, that the neglect of vernacular studies, for the purpose of learning English, had been "specially prohibited," and that the attention of district and educational officers had been "repeatedly directed to the prevention of this evil."

Madras.

333. In Madras the question of the relative position of English and the vernacular in the school system was some years ago made the subject of full discussion. The discussion is fully reported in Appendix (A.) of the Report for 1860-61. The following account of it was given in the body of the Report for that year:—

"The other question had reference to the relations of the English and vernacular languages in our system of instruction. Sir Charles Trevelyan was of opinion that of late years an undue preference had been given to vernacular instruction to the prejudice of English instruction, and that the rule under which in the lower classes of the provincial and zillah schools, and throughout the talook schools 'geography and such like science is taught from vernacular books, and the explanations are ordered to be given in the vernacular language,' ought to be annulled. Mr. Powell, the acting director, expressed similar views, and he pronounced an unfavourable opinion on the talook schools. He recommended that the number of these schools should be reduced, their designation altered, and that those retained should be raised to the standard of Anglo-vernacular zillah schools. Mr. Arbuthnot, to whom the entire question was referred on his return from England, deprecated any radical changes in the existing system. He repeated the arguments previously urged by him in support of his opinion, that the vernacular languages should be largely made use of in schools of all grades; and that in the talook schools, and in the lower classes of the provincial and zillah schools, the whole of the substantive instruction given should be imparted through their medium.

* * * * * * *

"He did not overlook the fact that the English language, which in most Indian schools takes the place which is occupied by the Greek and Latin languages in the schools and colleges of Europe, being a spoken language, and as the language of the Government being largely used in the transaction of business, has practical claims in this country, which cannot be asserted in Europe in favour of the ancient language of Greece and Rome; and on this ground, he would teach it as a language in all schools 'for which it is possible to obtain masters at all competent to teach it;' but he would not 'place it as a barrier against the acquisition of much that is likely to prove useful to those who, either from inaptitude for mastering a difficult foreign language, or from want of time, are unable to obtain that mastery over it which is essential to the acquirement of accurate knowledge through its medium, by constituting it the language of instruction in all subjects except the vernacular language."

334. The following remarks on the subject are taken from the Madras Report of 1863-64:

The English language in Indian education.

Para. 315. "The positions formerly occupied by the English language and the vernacular of the Presidency remain unaltered in the Government system of education. In talook schools and in the lower classes of zillah schools, English is taught merely as a language, substantive knowledge being conveyed through the medium of the vernaculars. It is to be observed that there is an increasing demand for English, so that, even in village schools, efforts are frequently made to introduce the study of that language. This appetite for English, though in most respects affording ground for congratulation, has, in several instances, led to an attempt to convey substantive instruction through that language, before the pupils possessed a sufficient grasp of it; the result, as may be gathered from notices in previous portions of this report, has always been a failure more or less complete. It is evident indeed, without falling back upon experience, that the course is most unsound, and cannot but be highly injurious to the pupils."

Bombay.

335. In Bombay perhaps, more than anywhere else in India, the Government has upheld the principle of giving a through practical education through the

medium of the vernacular. The Report of 1859-60 contained the following remark :—

> "The educational system of the Presidency is remarkable for the great development of vernacular compared with Anglo-vernacular and English teaching. *English education* has, in fact, been starved in the interest of vernacular education."

336. In the more recent operations of the Bombay Education Department, higher class Anglo-vernacular and English education has received its full share of attention, as will be seen from the remarks and statistics submitted in previous sections of this note with reference to colleges and higher as well as middle class schools.

337. In his Report of 1863-64 the Director made the following remarks on the subject :—

> "The increased desire for a knowledge of English manifests itself in the constant applications from the people for schoolmasters able to teach English. With this object special subscriptions are raised by the people; and though, no doubt their only object in seeking a knowledge of English for their sons and relatives is to fit them for Government and other employ, yet it can hardly be expected, in the present state of education, that they should have any higher or ulterior object."

Oude.

338. In Oude about 26 per cent. of the whole number of pupils are entered in the returns as studying "English." In a report submitted in 1865 the following principles were indicated as those by which the study of English was regulated in Anglo-vernacular schools :—

> (1.) "That no pupil should begin English till he has made a certain degree of progress in learning to read and write the vernacular.
>
> (2.) "That whilst learning English as a language each pupil should be grounded in the elements of European knowledge through the medium of Oordoo or Hindee.
>
> (3.) "That only in the upper classes should English preponderate over the vernacular, and become the medium for imparting instruction in science."

Central Provinces.

339. As respects English education in the schools of the Central Provinces, the Director made the following remarks in his Report of 1863-64 :—

> "It is generally admitted that whilst the English language should not be the sole or chief medium of instruction given to the natives of India, yet that western knowledge must be the chief matter of instruction. In those provinces wherever a desire for instruction in English has existed, such instruction has been afforded. Vernacular education, on the other hand, has not been neglected, and means have been taken by the introduction into our vernacular schools of books of general and special knowledge to render that education as complete as possible.
>
> "The students of English are required to pay a higher fee than merely vernacular scholars. By this means an attempt has been made to limit instruction in English to the sons of those who are able to allow their children to remain at school for the time requisite to obtain a grammatical and practical knowledge of the English language."

The following table shows the increase in the number of pupils studying English in the Central Provinces :

	Number.
1863-64	1,207
1864-65	1,235
1865-66	1,526

Mysore.

340. The Director reports on this subject, that although a knowledge of English is sought by the upper classes of native society as a means of qualifying them for Government employment, but, at a distance from the large towns, there are comparatively few who desire to learn English.

SECTION XI.

Book Departments.

341. The publication, distribution and sale of educational books form a not unimportant portion of the educational system.

Bengal.

342. The following extract from the Bengal Report for 1863-64 gives an account of the system adopted in that Province :—

"School Book and Vernacular Literature Society.—There is no direct Government agency in Bengal for the preparation and distribution of educational books, but the object is effected through the instrumentality of the school book and Vernacular Literature Society, an educational institution conducted by a committee of gentlemen associated for the purpose of providing and disseminating through the country a supply of suitable school books and school apparatus, together with wholesome vernacular publications for general reading, as a means of advancing the education of the people. The society receives a grant in aid of 650 rupees a month, from Government, 500 rupees being assigned to the school book department, and 150 rupees to the department of vernacular literature. To facilitate the distribution of books and apparatus, numerous country agencies are established throughout the Lower Provinces. These are chiefly entrusted to masters in Government schools and the deputy school inspectors, who receive a commission of 10 per cent. upon all sales. The report of the society for 1863 shows that it employed in that year 63 country agents, and that the proceeds of the sales effected by them, after deducting commission and other expenses, amounted to 16,718 rupees."

343. The following extract from the Report of 1865-66 brings the account of these operations up to date :—

"School Books.—The last report of the School Book Society for the year ending 31 December 1865 shows a steady increase in the demand for books and apparatus. The amount realised by sale in the last three years have been 42,493 rupees in 1863, 54,577 rupees in 1864, and 64,317 rupees in 1865. The number of books issued in these years were respectively 139,370 copies, 169,418 copies, and 184,043 copies. The following abstract shows the languages of the books issued in 1864-65 :—

Books.	Copies.	
	1864.	1865.
English	70,641	68,525
Sanscrit	1,409	2,068
Bengalee	76,582	83,588
Hindee	5,616	3,890
Ooriya	5,922	12,824
Santhali	10	3
Cossyah	1,322	511
Arabic	21	29
Persian	136	71
Oordoo	3,930	2,683
Anglo-Asisatic	3,829	9,851
Total	169,418	184,043"

North Western Provinces.

344. In the *North Western Provinces* there is a Government curator and book depôt at head quarters. There were also, until recently, a regular book-selling agency and book depôts maintained throughout the country ; but these have been abolished, and the sale of books in the interior has been intrusted to the officers of the department, who are allowed a commission on all sales effected. The following account of the system is given in the Report for 1861-62 :—

"These sales are more directly in the hands of the deputy inspectors, who indent on the Allahabad Depôt for such books as may be required in their respective districts. A large discount is allowed by Government for cash purchases, and a

commission on sales to a certain amount is granted to the deputy inspector, it being the object of Government to effect quick and ready sales at the lowest possible price. Some of the school books issued are marvels of neatness and cheapness, and the successive editions of the more necessary treatises are exhausted with great rapidity."

345. In 1863-64 the sales of educational books in the North Western Provinces from the central depôt amounted to 50,415 rupees. In the next year 1864-65 they amounted to 28,181 rupees, and in 1865-66 to 27,782 rupees. The number of copies of works sold in 1864-65 was 185,470, and in 1865-66 it was 187,230, The books are printed and published on the recommendation of the education authorities.

Punjab.

346. The following extract from the Punjab Report for 1863-64 shows the nature of the arrangement made in that Province for the distribution and sale of educational works.

"The Government Central Book Depôt at Lahore has been hitherto conducted as a commercial business, for the working of which advances up to 40,000 rupees altogether were authorised; but only 28,500 rupees were actually taken from the treasury. To cover packing, transit, and other charges, first 30 and afterwards 50 per cent. was added to the cost price to form the selling price. The curator, with a small establishment at Lahore, is paid from Imperial revenue, and the retail work is carried on by the district school mohurirs, head masters of Government schools, and librarians of Government colleges, with an occasional private agent who will give sufficient security. A commission of 10 per cent. is allowed on all retail sales. The value of cash and stock in hand at the close of April 1864 amounts to 50,372 rupees, calculated at cost price. The profits of the depôt, therefore, since its formation in 1857 have been 21,872 rupees.

"78.—From the beginning of the current year, viz., 1st May 1864, I have been directed to adopt another plan. The advances already made are to be written off to begin with, and all cash in hand on the above date is to be paid into the treasury. Then monthly bills for stock purchased are to be sent for audit to the civil paymaster, and the sale proceeds paid monthly into the treasury; disbursements and receipts to the above extent being for the future duly provided for in the Educational Budget. Provision has also been made in the Budget, and sanctioned by the Supreme Government, for meeting all packing, transit, and commission charges out of Imperial revenue, in order that all books may henceforward be sold for educational purposes at cost price without any enhancement whatever. This will be a great boon to all kinds of educational institutions, and especially to Government and aided colleges and schools of the zillah grade, where comparatively expensive English books must be purchased by the scholars."

347. The following statement shows the issues of books in the Punjab for the last three years :—

—	NUMBER OF COPIES.			VALUE.		
	Distributed gratuitously to Government Village.			Distributed gratuitously to Government Village.		
	Sold.	Schools.	Prizes.	Sold.	Schools.	Prizes.
				Rs.	*Rs.*	*Rs.*
1863-64 - - -	55,499	2,730	7,032	16,690	2,634	3,520
1864-65 - - -	101,168	3,677	5,114	24,956	1,570	3,115
1865-66 - - -	98,854	1,238	8,892	26,225	795	3,775

Madras.

348. The following extract from the Madras Report of 1863-64 shows the nature of the arrangements made in that Presidency for the sale and distribution of educational books :—

"The purchase and circulation of books in connection with the department of public instruction are managed in the following manner:—A central book depôt exists

exists at Madras under an officer styled the curator of Government books; and 20 district book depôts are established at the principal stations in the Mofussil, in the charge of officers termed district curators. The curator of Government books receives a salary of 200 rupees per mensem, and is allowed an establishment costing 179 rupees per mensem. The district curators, who are almost all either masters in Government schools, missionaries, or members of trading firms, are remunerated by a commission of 10 per cent. on the sales effected by them.

* * * * * * * *

"The central depôt is supplied in three ways:—(1) by purchases in England through Messrs. Smith, Elder and Company, who deliver the books free of insurance, freight and other charges at Madras at a discount of 17½ per cent. below the English prices; (2) by purchases made in India by the curator of Government books; and (3) by the receipt of works printed either at the public instruction press, or at some private press engaged for the purpose. In every case the supply is previously sanctioned by the Director of Public Instruction. Books are forwarded to the district depôts on indents transmitted to the Director of Public Instruction through the inspectors of the division.

"In certain districts, Coimbatore, for example, where an attempt is being made to improve the indigenous schools, colporteurs are employed to travel about and effect sales of elementary works at the several schools."

349. The following statement shows the number and value of educational books sold during the last three years:—

	Number Sold.	Value.
		Rs.
1863–64	76,438	33,661
1864–65	76,521	29,372
1865–66	76,533	31,206

Bombay.

350. In the Bombay Presidency the book department consists of a central depôt at Bombay with principal branches at Ahmedabad and Belgaum, and a large number of minor branches (581 in 1863–64). The branches are generally held in Government schools, the schoolmasters acting as branch depôt-keepers, and getting a sale commission.

351. The Bombay book department is more than self-supporting. The number and value of books sold or issued for sale from the central depôt for the last two years is given below:—

	Number.	Value.
		Rs.
1864–65	265,643	89,479
1865–66	351,857	1,15,714

Oude.

352. The book department in Oude was re-organised in 1865 on the following basis:—

1.—A central depôt attached to the Director's office.

2.—A branch depôt in each district, under the charge of the head master of the zillah school, who receives a commission of 10 per cent. on sales.

3.—Books, maps, &c., for school use, are forwarded from the central depôt only.

4.—Books are sold to pupils and managers of private schools at cost price; all extra expenses for packing, freight, &c., being charged to Government.

353. The following figures show the number and value of the books issued in the last two years:—

		Supplied Gratis.		Sold.
		For School Use.	Prizes.	
1864-65	Number	732	817	16,294
	Value	*Rs.* 1,153	165	2,521
1865-66	Number	3,325	3,077	32,520
	Value	*Rs.* 1,423	537	4,988

Central Provinces.

354. The following account of the book department in the Central Provinces is taken from a Report submitted in 1864:—

"There are three depôts in these Provinces; they are established at Nagpore, Raepore, and Jubbulpore. Their operations are commercial as well as educational. Books are purchased for the depôts on which a discount for cash payment, at 20 or 15 rupees per cent. is allowed. These books are again retailed, and a discount of only 10 per cent. is granted for cash payment; thus a small per-centage is allowed to accumulate as profit, and from this fund, money that has been advanced for the purchase of books, is repaid to the State."

355. The number and value of educational books sold in the Central Provinces during the last three years, is shown below:—

	Number.	Value.
		Rs.
1863-64	57,408	11,899
1864-65	54,999	13,861
1865-66	66,435	16,578

Mysore.

356. The following account of the book department in Mysore, was given in the Report for 1863-64:—

"This department was formerly constituted, as in the Punjab, on a *quasi* commercial basis, its working capital being advanced by Government; but it is now conducted by an annual grant for the purpose, the sale proceeds being paid into the local treasuries, and a monthly account of cash transactions and stock on hand submitted to the auditor. Most of the vernacular books, and many of the English ones, have been printed at the Mysore Government press, and are in all cases sold at a price to cover the cost of production.

"As a further means of increasing their circulation, it has lately been determined to form depositories in every talook under the care of the Amildars, and to allow a discount to all who purchase them in any quantity for sale in the towns and villages of each talook."

357. Consequent on the measure reported above, the sales increased so much, that it was found necessary in 1864-65, to appoint a curator. The supply of vernacular books are mainly required for the indigenous schools of the country, numbering about 1,600.

Again, during 1865-66, the sales were reported to have nearly doubled; but no account of sales is given in the Director's Reports.

British Burmah.

358. There is no regular book department in British Burmah, but efforts have of late been made to provide a supply of vernacular books for the indigenous schools of the country. Some of these books have had to be compiled for the purpose, for which a grant was sanctioned by the Government.

SECTION XII.

GRANT-IN-AID RULES.

359. There are two distinct sets of Rules for Grants-in-Aid, viz.:—

(1.) Ordinary Grant-in-Aid Rules, *i. e.*, the Rules under which in each Presidency and Province Grants-in-Aid are ordinarily given to private schools. Of these, there is a different set of Rules for each Presidency or Province.

(2.) Special Grant-in-Aid Rules for schools designed for the instruction of European and Eurasian children. These are generally known as the Rules contained in "Lord Canning's Minute of October 1860;" they were approved and confirmed by the Secretary of State in Despatch No. 3, dated the 16th January 1861.

The former, viz., the ordinary Grant-in-Aid Rules for each Presidency and Province, will be found in Appendix (A).

The latter will be found in Appendix (B).

360. It will be observed that the Rules for the Provinces, noted on the margin, provide for the grant of fixed allowances to aided institutions, under conditions which are substantially the same, and subject to the same general limitation of the amount of aid to an equivalent of the local income or half the total expenditure. But the Bengal Code provides further that, as a general rule, schools educating up to the university entrance standard shall get only a half equivalent of the local income; and that schools of an inferior grade, but costing more than 30 rupees per mensem, shall get a two-thirds equivalent; the only schools to which the full equivalent will ordinarily be given being those costing less than 30 rupees per mensem. The adoption of this scale in Bengal is regarded as justified, in respect of the schools to which it applies, by the greater advance which education has made in Bengal than in other Provinces, and by the greater willingness of the people of Bengal to pay for education than is found as yet to exist generally in other parts of the country.

Bengal.
North Western Provinces.
Punjab.
Oude.
British Burmah.

361. In the Central Provinces the Rules described above, in respect of the North Western Provinces, Punjab, &c., are substantially adopted, so far as they relate to schools for general education. Special Rules (Part B.) are added for normal institutions on the principle of paying, not a fixed allowance to the institution, but a stipend of four rupees per mensem to each student, signing a declaration of *bonâ fide* intention to follow the profession of a schoolmaster, and agreeing to refund the amount so received if he does not do so; lump payments of 100 rupees, 50 rupees, or 25 rupees being also promised to every student qualified respectively as an Anglo-vernacular zillah school teacher, a town school teacher, or a village school teacher. Special Rules (Part C.) are also given for regulating grants-in-aid to indigenous village schools, on the principle of payment by results; the teacher receiving one, two, three, or four annas per mensem for pupils passing the prescribed examinations (and double those rates for female pupils), subject, of course, to conditions in respect of the age of pupils, periods for which the allowances may be drawn, &c.

Central Provinces.

362. The main feature of the Madras Rules is the "Teacher Certificate System;" but it is only a main feature, as will be seen from the following brief analysis of the scheme:—

Madras.

I.—PUPIL GRANTS.

It is open to managers of schools, who desire to obtain grants on the results of periodical examinations of the pupils, to submit their schools to examination accord-

ing to the standards iu Schedule (A.), and to obtain grants according to the rates in Schedule (B.), as follows:—

European and Eurasian Schools.

		Hill Schools.	Schools in the Plains.
		Rs.	*Rs.*
To each pupil passed under	1st Standard	4 per mensem	2 per mensem.
	2nd „	8 „	5 „
	3rd „	12 „	10 „
Native Schools:			
To each pupil passed under	1st Standard	2 „	—
	2nd „	5 „	—
	3rd „	10 „	—

The above provisions are intended primarily for elementary schools, to which the amount of grant obtainable practically limits their application.

II.—Teacher Grants.

Certificate Holders.

Male Teachers.		Female Teachers.
1st Grade—B. A. standard	Entitling to such grant, not exceeding the amount contributed by the manager of the school, as the Director of Public Instruction, with the sanction of Government, may determine.	1st Grade—(Standard, as per Schedule (D).
Rs.		*Rs.*
2nd Grade—1st Arts standard - 75	Entitling to the grants noted, provided the amount of grant shall not exceed the amount contributed by the managers	25, 2nd Grade—(Standard, as per Schedule (D).
3rd Grade—Matriculation standard - 50		
4th Grade—(standard as per Schedule (C.), 25		10, 3rd Grade—(Standard, as per Schedule (D).
5th Grade— Ditto - 10		

Not Holding Certificates.

A grant not exceeding *one-half* of the sum contributed by the manager of the schools will be given in aid of the salary of each schoolmaster or schoolmistress, in regard to whom the managers may satisfy the Director of Public Instruction that the said teacher is fairly qualified to perform the duties entrusted to him or her, provided that in such cases the amount of the grant to be given shall bear a due proportion to the amounts sanctioned (as above) for teachers holding certificates.

III.—Miscellaneous Grants.

Payment of normal and certain other scholarships.
Provision of books of reference, maps, &c.; and in some cases of school books.
Establishment and maintenance of school libraries and public libraries.
Erection, purchase, enlargement, or repair of school buildings.
Provision of school furniture.

The above grants are all made under special detailed conditions, but are all subject to the general principle that the amounts shall not exceed the sum contributed by the manager.

363. The Madras Education Act practically provides another system of grants-in-aid for the elentary "Rate Schools" established thereunder, for the Government gives an equivalent to all sums made available for the establishment of schools under that Act.

364. The Bombay Rules are, as will be observed, provisional, the period for which they are to be in force being limited to two years from February 1866, being then "subject to revision as experience may show to be needed."

365. The principle of the Bombay Rules is that of "payment by results," *i. e.*, payment at specified rates for pupils passing acocrding to the general standards.

standards. The annual grants obtainable for each pupil passing under all the heads of the general standards are as follows:—

	1st Standard.	2nd Standard.	3rd Standard.	4th Standard.	5th Standard.	6th Standard.
	Rs.	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*
Pupils of—						
European and Eurasian Schools.	10	15	25	50	90	150
Anglo - Vernacular Schools.	6	9	12	21	30	100
Vernacular Schools -	1	2	3	4	—	—

366. The Special Rules for European and Eurasian schools contained in Lord Canning's Minute of October 1860 provide generally for the following grants:—

(1.) That to the sum collected from private subscriptions as a building and foundation fund, an equal sum be added by the Government.

(2.) That from the opening of each school it should receive a grant-in-aid to the fullest extent allowed by the (ordinary) rules.

(3.) That if the school be built where ground is at the disposal of Government, the ground be given.

(4.) That the head master of the school, if the clergyman, be placed on the footing of Government chaplain in regard to pension.

367. A few remarks on general points connected with the grant-in-aid system may not be out of place.

368. In January 1864 the Government allowed schooling fees to be counted as part of the local income by which the amount of the Government grant-in-aid is regulated. This was a very important concession. In respect of assignments from municipal revenue or educational cesses, the following orders were passed in 1865:—

"The fundamental principle of the educational grant-in-aid system being to encourage and stimulate voluntary efforts on the part of the people towards the promotion of education, there appears to be no reason why popular contributions, in the form of assignments from municipal revenue or educational cesses should not be regarded as eligible to such encouragement under the Grant-in-aid Rules so long as the contributions in question are really of a voluntary character. But, on the other hand, it would seem to involve a departure from the principle and intention of the grant-in-aid system if grants are made as supplements to funds not voluntarily subscribed, or made available by the people, but compulsorily levied. The fact that a certain portion of the land revenue, for instance, is set apart for local objects, does not afford any ground for regarding it in the light of a contribution which may be supplemented by a grant under the Educational Grant-in-aid Rules.

"It has been decided that the proceeds of cesses realised under the Madras Education Act (VI. of 1863) may be supplemented by grants-in-aid from the general revenues, because the assessment under that Act is an essentially voluntary one." Resolution No. 2,295, dated 8 April 1863.

369. Many of the municipal assignments in Bombay come under this ruling, as well as the voluntary assessment for educational purposes made by the landowners in some permanently settled districts in the North Western Provinces.

370. A considerable amount of correspondence has taken place within the last few years respecting the practical working of the grant-in-aid rules in the several Presidencies and Provinces.

371. Although objections have been strongly urged in some quarters against the Bengal Rules, in the case of missionary societies undertaking educational operations, the general conclusion arrived at by the Government of India and concurred in by the Secretary of State, is that the Bengal Rules are "well adapted to the wants of the country, and do not call at present for "any alteration." It may be noted, however, that one objection urged against the Bengal

Code gave rise to a modification of practice, as shown in the following extracts from correspondence:—

EXTRACT from Letter from the Government of India to the Government of Bengal, No. 2977, dated 18th October 1866.

Para. 2. "In paragraphs 17 and 18 of his letter, Mr. Stuart is understood to complain of the objection taken by the Bengal Education Department to a re-distribution of the sources from which the private income of an aided school is derived, his wish being apparently that the managers of a school to which a Government grant has been originally assigned, in consideration of a guaranteed private income derived in specified proportions from 'schooling fees' and 'subscriptions,' should be allowed, in the event of the income from 'fees' increasing, to withdraw a proportionate amount of the 'subscriptions,' provided that the *total* amount of income guaranteed from private sources be maintained.

3. "It is not quite clear, from Mr. Atkinson's remarks (paragraphs 51 to 55 of his note) how far the above view is conceded. Mr. Atkinson says that, 'When a school receives a grant under the revised rules, the guarantee required is that a certain sum at least shall be expended on it from subscriptions and fees together,' adding, 'that no fixed payment is guaranteed from subscriptions alone, and if the fees are sufficient to make up the specified sum, no subscriptions need be paid.' But the 52nd paragraph of Mr. Atkinson's Memorandum would seem to imply that the application of this principle is restricted to 'new schools' as distinguished from 'those already in operation,' and that the 'withdrawal of subscriptions' from the latter class of schools is not allowed. If this is a correct statement of Mr. Atkinson's meaning, it will apparently follow that, wherever 'subscriptions' have been once paid as part of the private income of a school, no subsequent withdrawal of such subscriptions can be allowed, however much the fee receipts may increase; although no objection would, in the first instance, have been raised had the private income been composed wholly of fee receipts. If this is the rule which is at present in operation in Bengal, the Governor General in Council would ask the Lieutenant Governor's further consideration of the subject, for it may be doubted whether such a restriction is not calculated to interfere with what may be a very proper re-distribution of private resources. It is seldom that a newly established school, especially if it be a vernacular school, in a part of the country where education has not come to be appreciated by the people, can produce, in the early part of its existence, much income from fees; and there must, of course, therefore at first be a correspondingly large share of subscriptions to make up the required amount of private income; but as the school gains footing among the people, the fee income will ordinarily increase, and in that case it does not seem to the Governor General in Council to be an unreasonable expectation that the increase of fee receipts should be allowed to take the place of the subscriptions previously given; and such an expectation is certainly not less reasonable if the subscriptions form a part of a limited income, the whole of which is sought to be expended on the advancement of education; and if the object in withdrawing assistance from one school which has attained a state in which it is, to a large extent, self-supporting, is to afford it to some new school which could not be established, or carried through the first period of its existence without such aid."

EXTRACT from Letter from Government of Bengal to Government of India, No. 1,353, dated 6th March 1866.

Para. 2. "I am to say that, practically, retrospective effect has been given to the rule (allowing of a re-distribution of the sources of income of a grant-in-aid school), and that now the Lieutenant Governor has no objection to direct authoritatively that this course shall be followed."

EXTRACT from Letter from Government of India to Government of Bengal.

Para. 2. "The Governor General in Council, I am to say, fully approves of the intention expressed in your letter dated the 6th March, respecting the rule relating to the redistribution of the sources of income of schools receiving grants-in-aid, and he trusts that the fullest effect will be given to it."

372. Objections have also been urged against the Madras Rules, but they relate rather to the former than to the present rules. The following extract from a Despatch from the Secretary of State, dated 9th March 1866, will show the particular points respecting which doubts are still felt:—

"I observe that, in the revised rules which have been sanctioned for the Madras Presidency, the 'certificate system,' or that by which grants are made to certificated teachers, proportioned in amount to the examination which they may pass, is still retained as the 'leading feature' of the scheme; and as regards schools generally, therefore

fore, the rules are still open to the objection which was formerly stated to them, viz., 'that they tend to raise to an unnecessarily high scale the salaries of the masters, and, by requiring a large proportion of such increased salaries to be paid by the promoters of the school, impose on them a charge beyond the necessities of the case.' The hardship would be varied, but not diminished, should the managers of the school be unwilling or unable to raise the salary of a master who has successfully passed his examination to an amount equal to that of the grant to which his success in the examination would entitle him; for, in that case, the Government grant would not be paid in full, but be limited to the amount of salary paid by the managers, who would be unable to claim the balance of the grant as a contribution towards the general expenses of the school.

"Among the changes introduced by the new rules, it is now provided: 1st, that a grant, on a reduced scale, may be given in aid of the salary of any masters or mistresses of whose qualifications to perform their duties in a fairly efficient manner the Director of Public Instruction may be satisfied, though they may be unable to pass the certificate examination; and 2ndly, that in the case of elementary schools, the managers may have the option of obtaining grants according to the results of periodical examinations of the pupils. These provisions will materially mitigate the stringency of the rules as they formerly stood; and, though I am not altogether satisfied that the rules even now are not unduly directed to the raising of the standard of education in existing schools, while they fail to afford sufficient encouragement to the establishment of new ones, I shall not urge any further alteration of the rules in this respect till the amendments which have been sanctioned shall have had a fair trial."

373. The following remarks regarding the working of the grant-in-aid rules were made by the Madras Government in reviewing the report of 1865-66:—

"The working of the grant-in-aid rules, issued in January 1865, may be regarded as tolerably satisfactory. The number of aided schools rose during the year under review from 502, with an attendance of 22,351 pupils, to 876, with an attendance of 27,351 pupils, and the amount disbursed in grants-in-aid of the current expenses of the schools (chiefly in aid of the salaries of the teachers) from 89,802 rupees to *Rs.* 1,16,876. 4. 8. These figures, however, include the indigenous village schools in the districts of Vizagapatam, Nellore, North Arcot, Coimbatore, and Madura, numbering 498, with an attendance of 8,493 pupils, which received grants, amounting to *Rs.* 3,777. 12., on the 'payment for results' system, which, though similar in principle, is not identical in detail with the system provided for in rule 4 of the grant-in-aid-rules. Since the close of the year sanction has been granted for the extension of this system to every district in the Presidency, and the Director of Public Instruction has been requested so to re-cast the schedules appended to the grant-in-aid rules as to make them applicable to indigenous schools.

"It would appear from the reports from some of the leading managers of schools, of which the purport is given in the 70th and following paragraphs of the Director's letter, that the late revision of the grant-in-aid rules has resulted in effecting a considerable improvement in many of the existing schools, but that it has not contributed as much as might have been expected to the establishment of additional schools. This result is, doubtless, to be traced to the comparative inefficiency or inadequacy of the agency previously employed, and which induced the managers of schools to apply such aid as they could obtain from the State to strengthening the establishments of schools already in operation, in preference to organising new schools. But there is nothing in the rules, as they now stand, which can be said to impose undue checks on the extension of education, or to render the grant-in-aid system less applicable to elementary schools than to schools of a more advanced grade. The latter is a point on which considerable misconception appears to exist. The only inspectors who, in the reports now before Government, have expressed any opinions on the success, or otherwise, of the grant-in-aid system as now administered are Mr. Bowers and Mr. Marden. The former, contrasting its working with that of the Madras Education Act, remarks that, 'as now administered, in connection with educational certificates,' the grant-in-aid system has 'the advantage of greater simplicity, and is proving the more effectual instrument of popular education, chiefly through the medium of middle-class schools.' Mr. Bowers states that 'teachers who have obtained certificates are fast replacing those who have not,' and he observes that, 'although in individual instances it will sometimes be found that an uncertificated teacher is much superior to certificated teachers of the same grade, in the majority of cases the benefit of the rule which exacts some certificate of qualifications will be apparent.' Mr. Marden, while admitting that the present rules have 'somewhat stimulated education,' does not look 'for any rapid extension of education under the present arrangements,' and advocates the abolition of that part of the present system which makes the grants dependent on the certificates held by the teachers, and the substitution for it of a system of payment for results under rules better adapted to the requirements of elementary native schools than those now in force. The Government see nothing in the reports before them that would

would justify so radical an alteration of the existing rules. In the discussions which took place regarding the grant-in-aid system in 1864, and in which several of the leading educational authorities in this Presidency took a part, there was a considerable preponderance of opinion in favour of the maintenance of a certificate system, and against the feasibility of carrying out effectively and on an extensive scale the system of payment for results. The Government, on full consideration, determined not to abandon the certificate system, but at the same time embodied in the rules a provision which it was hoped would afford to such managers of schools, as might prefer the 'payment for results' system, the means of obtaining aid in that form. It has lately been brought to the notice of Government that the standards of examination in arithmetic prescribed for native schools seeking aid under the latter system are too high, and that the scale of grants offered is too low. The first objection has been met by a reduction of the standard, and the Director of Public Instruction has been directed further to revise the schedules in such manner as he may deem best calculated to promote the successful working of the system. It remains to be seen which of the two systems of grant-in-aid will be found the more effective, viz., 1st, that of making monthly payments in aid of the salaries of teachers who have afforded evidence of their qualifications; or, 2nd, that of making grants on the results of periodical examinations of the pupils; but, in the meantime, it is the desire and intention of the Governor in Council that each of these two systems shall have a full and fair trial; and he trusts that, under their operation, considerable progress will be made in the extension, as well as in the improvement, of education in this Presidency in the course of the next few years. Much, of course, must depend on the exertions of the leading educational societies, and of private persons interested in the cause; but much may be effected by the judicious efforts of the inspectors of schools, whose duties should embrace, not only the inspection of those schools which are placed under Government inspection, but the promotion generally of all such measures as have for their object the improvement and extension of education in the districts under their charge."

374. As respects Bombay, the following extract from Mr. Howard's memorandum of June 1865, gives some idea of the history of the grant-in-aid system in that Presidency:—

"In this Presidency of Bombay there has been less done by private persons in the way of education, particularly superior education, than in some other parts of India. The people prefer State schools where they can get them. A code of rules, under which money might be granted to private schools, was published in January 1856, but the conditions were found to be too severe; and I prepared a less exacting draft, which was submitted to the Local Government in April 1857. The draft was forwarded to the Supreme Government, who, in June 1858, recommended in preference the rules in force in Bengal. These were accordingly notified in the "Government Gazette" of the 8th of July 1858. Not a single application for a grant under this code was registered. Doubtless it was notorious that, until lately, the Government had no funds wherewith to meet any such application. When, however, it seemed likely that fresh funds would be granted to education (1862), I took up the subject again, and proposed to adopt the principle of 'payment by results,' lately introduced by the Educational Committee of the Privy Council in England. The Local Government assenting, a set of provisional revised rules were issued in November 1863. Grants have been made under these rules; but, in deference to a complaint of some missionary bodies that the scale of payments was too low, they did not object to the principle of payment by results; the Government directed a revision of the code, which took place last year. A new draft code has been prepared, but is not yet sanctioned. There has been some misunderstanding on this subject, which the simple facts above given should remove."

375. The following extract from the Bombay Education Report for 1865–66, shows the hope entertained by the Director of the working of the new rules:—

"The year under report shows no change in the number of private institutions that have actually received aid from Government. But it will remain as a fact in the history of this department that, in the year 1865–66, as many as 31 private institutions, for the most part supported by different missionary bodies, have for the first time applied to Government for aid, which will be accorded to them during the current year, under our provssional revised rules, for grants-in-aid under the system of payment for results. This system, in supercession of former arrangements, was introduced by Government, at the recommendation of my predecessor, on the 26th of November 1863. The principle of payment for results, on its announcement, was cordially accepted by the missionary bodies, who considered that it would imply less intrusion into the details of their school management on the part of inspecting officers, than any other system of conditions for grants-in-aid that could be devised. But they objected to the particular terms offered by Mr. Howard, which they considered so illiberal as to make it not worth while to offer their schools for inspection under the rules in question. Mr. Howard's standards of examination and schedules of payment had been experimentally drawn up, with the express view

to

to their being revised after experience of their working. While acting for Mr. Howard, in July 1864, I held a conference with the leading missionaries and managers of private schools, after which I submitted a new set of rules; and these, with some slight modifications, received the sanction of Government in February 1866. The present revised rules (which are given in Appendix E., page 167) are based on a computation of what would be necessary to allow any school which was in an efficient condition to receive from the State about one-third of its expenses on account of secular instruction. A reference to Appendix F., in which is given a table of the application for grants-in-aid actually received, will afford some anticipation of the working of the system. This table shows the amount which would be payable if every pupil passed in every head of the standard under which he was presented. As, however, the examinations will be strict, it can scarcely be expected that more than half of this maximum amount will actually be obtained by the institutions in question. The total cost of secular instruction in these institutions is returned as *Rs.* 1,06,296. 5. 7.; and I estimate that they will obtain about 21,792 rupees for the performances of their pupils, that is, little more than one-fifth of their total cost on account of secular instruction. It will always be in the power of school managers to increase the amount of their grants by increasing the efficiency of their schools, but it will require the attainment of great perfection to enable a school to get from Government more than one-third of its cost. Such is the principle on which the new system is based. It is a system which, as I have said, is popular with the missionaries, as implying the minimum of interference, and it is also satisfactory to this department, as implying the maximum of accuracy in the reports of inspecting officers. I am as yet only able to report on it by anticipation."

376. It will be observed that the only Provinces in which the system of "payment by results" (copied from the recent English system) has yet been introduced are Bombay, where it forms the basis of the grant-in-aid rules; Madras, where it forms as it were an appendage of the rules, and is intended primarily for application to elementary schools; and the Central Provinces, where also it is introduced as an appendage to the general system, and is intended solely for application to indigenous schools. The result can hardly as yet be judged of in respect of Madras and Bombay, as is evident from the information already given. As regards the Central Provinces, I may repeat here an extract already given in section V. (Lower Class Schools):—

"These schools may be divided into three classes:

"1st.—Those receiving a regular monthly grant from Government.

"2nd.—Those receiving grants under the payment by result rules.

"3rd.—Those receiving casual gifts, in money or books, for the masters or pupils.

* * * * * * * *

"Of the 2nd class, during the past year, 25 schools have presented pupils for examination, and a total of 408-1 rupees has been paid; the largest amount paid to one school was 47-4 rupees. Of 273 pupils examined, about 20 per cent. failed. The only districts in which teachers have come forward to claim rewards are Saugor, Nimar, Nursingpore, and Nagpore. I do not feel satisfied that proper attention has been paid to this very important branch of our educational system, and district inspectors have not yet thoroughly explained the rules of the teachers. A number of schoolmasters in the Jubbulpore district, who received grants last year, refused to receive them this year; and one of the most intelligent of the class informed the inspector the reason was that the parents of the children objected strongly to his taking any aid from Government, they seemed to dread it as the insertion of the thin-end of some mysterious wedge. When the rules for regulating these payments by results were drafted, I thought them sufficiently liberal; but a revision will be necessary, as they are not so liberal as the rules in other parts of India, which have for many years enjoyed greater educational advantages than the Central Provinces. I shall submit shortly a revised code of rules."

377. I will conclude my remarks in this section with a very brief reference to the working of the special rules for grants to schools for European and Eurasian children.

378. These rules have given encouragement to a class of institutions which certainly merited it. There is scarcely a Presidency or Province in which one or more such institutions have not risen up under the rules in question. But the greatest development has been in the Punjab, where the number of such schools (chiefly in the hill stations) is very considerable.

There was a misunderstanding at first in some quarters, which was set right by the following orders of 26th March 1866:

"The Government aid granted to such institutions is regulated by the two following rules:—

(1.)—"'That to the sum collected from *private subscriptions* as a *Building and Foundation Fund*, an equal sum be added by the Government.'

(2.)—"'That from the opening of each school it should receive a grant-in-aid to the fullest extent allowed by the rules,' viz. (as provided for in the grant-in-aid rules), a grant not exceeding half the expenditure on the school for the period for which the grant is given, and also not exceeding the amount made available from private sources; 'private sources' being held (under the resolution of January 1864) to include schooling fees.

"From the above it is clear that it is only in respect of money *set apart as a Building or Foundation Fund* that the Government gives an equivalent without reference to the actual expenditure; and that the money entitled to such an equivalent must be *bonâ fide*, 'collected from private subscriptions.'

"The question raised by the Financial Department is, whether 'it was intended to allow an equivalent for tuition fees merely, or for the sums realised by the school for boarding expenses also.' 'These latter,' the Financial Department observes, 'do not ordinarily come within the category of fees.'

"It is evident from the explanation already given, that this question can refer only to the grant given by Government, in aid of the current expenses, and applies alike to the case of all aided boarding schools, whether established under the special provisions of Lord Canning's Minute or the ordinary grant-in-aid rules; for the only respect in which Lord Canning's Minute accords special grant-in-aid privileges is the offer of a grant as the equivalent of money funded for building or endowment purposes, and such money must be, *bonâ fide*, 'collected from private subscriptions.'

"The question would more appropriately be worded as follows:

"*In the case of boarding schools receiving a grant-in-aid from Government, is it allowable (with reference to the limitation of the Government grant to half the total expenditure) to include in the statement of total expenditure sums expended on boarding as distinguished from tuition?*

"On this point the Governor General in Council observes that it was never intended that the Government should pay anything towards boarding expenses, such as for the food and clothing of children; and if, in some instances, a mistake may have been made on this point, it has arisen probably from the absence of any express order for distinguishing between the two classes of expenditure.

"The required distinction can probably, his Excellency in Council thinks, be made without much difficulty by the observance of some general rule, to the effect that, in aided boarding schools, the salaries and other charges appertaining to the teaching establishment, expenses connected with the purchase of prizes, books, maps, and other educational apparatus, and also the house-rent (where a house has not been built or purchased with Government aid) may be regarded as tuition expenses; all other charges being regarded as expenses for objects other than tuition. It is true that the house-rent in such cases is really, to a large extent, a charge on account not of tuition, but of lodging; but, on the other hand, the above rule might, perhaps, exclude some miscellaneous items appertaining to tuition.

"It will probably, in the opinion of the Governor General in Council, be better to adopt some such general rule, than to attempt, in each case, to scrutinise, in close details, the exact proportion between boarding and tuition charges. But this is a matter which his Excellency in Council is willing to leave to Local Governments to arrange; with the understanding that provision must, in some way or another, be made for distinguishing between the two classes of expenditure, when that expenditure is calculated for the purpose of determining the amount of the aid to be given by the Government."

March 1867. *A. M. Monteath.*

APPENDICES to NOTE on the STATE of EDUCATION in INDIA, 1865-66.

APPENDIX (A).

GRANT-IN-AID RULES FOR BENGAL.

(*Passed in March* 1864.)

THE Local Government, at its discretion, and upon such conditions as may seem fit in each case (reference being had to the requirements of each district as compared with others, and to the funds at the disposal of Government), will grant aid in money, books, or otherwise, to any school under adequate local management, in which a good secular education is given through the medium either of English or the vernacular tongue.

2. In respect of any such school, for which application for aid is made, full information must be supplied on the following points:—

First. The pecuniary resources, permanent and temporary, on which the school will depend for support.

Secondly. The proposed monthly expenditure in detail.

Thirdly. The average number of pupils to be instructed.

Fourthly. The persons responsible for the management.

Fifthly. The nature and course of instruction.

Sixthly. The number and salaries of masters or mistresses.

Seventhly. The nature and amount of aid sought.

Eighthly. The existence of other schools receiving aid within a distance of six miles.

3. Any school to which aid is given, together with all its accounts, books, and other records, shall be at all times open to inspection and examination by any officer appointed by the local Government for the purpose. Such inspection and examination shall have no reference to religious instruction, but only to secular education.

4. The Government will not interfere with the actual management of a school thus aided; but will seek, upon the frequent reports of its inspectors, to judge from results whether a good secular education is practically imparted or not; and it will withdraw its aid from any school which may be, for any considerable period, unfavourably reported upon in this respect.

5. In giving grants-in-aid, the following principles will be observed:—

(*a.*) The Government will always endeavour so to give its aid that the effect shall not be the substitution of public for private expenditure, but the increase and improvement of education.

(*b.*) Grants will be given to those schools only (with the exception of normal schools and girls' schools) at which fees of reasonable amount are required from the scholars.

(*c.*) In no case will the Government grant exceed in amount the sum to be expended on a school from private sources.

(*d.*) For schools educating up to the University entrance standard, the Government grant will not, as a rule, exceed one-half of the income guaranteed from local sources.

(*e.*) For other schools in which the expenditure is more than 30 rupees per mensem, the Government grant will not, as a rule, exceed two-thirds of the income guaranteed from local sources.

(*f.*) The proportional amounts above laid down for Government grants are *maximum* amounts; and it must not be assumed that the *maximum* will in all cases, and as a matter of course, be sanctioned.

(*g.*) The conditions of every grant will be subject to revision periodically at intervals of five years commencing from the date of sanction.

6. It is to be distinctly understood that grants-in-aid will be awarded only on the principle of perfect religious neutrality, and that no preference will be given to any school on the ground that any particular religious doctrines are taught or not taught therein.

GRANT-IN-AID RULES FOR THE NORTH WESTERN PROVINCES.

(*Passed in October* 1864.)

Article I. THE object of a system of grants-in-aid is to promote private enterprise in education, under the inspection of officers appointed by the Government.

II. The means consist in aiding voluntary local exertion, under certain conditions, to establish and maintain schools.

III. Those conditions, generally stated, are—

(1.) That the school is under competent management.

(2.) That the funds, on which the local expenditure is based, are stable.

(3.) That the extended operations, to be brought into play by Government assistance, are justified by the wants of the locality, and by the school accommodation provided.

(3*a*.) That schooling-fees are paid by at least three-fourth of the pupils; those exempted from payment being *bonâ fide* indigent (excepting in cases of normal, orphan and female schools, in which no tuition fee need be exacted).

IV. Managers of schools desirous of receiving State assistance are, therefore, required to submit, with their application for a monthly grant (the amount being noted) a statement, through the Director of Public Instruction, which shall inform the local Government—

(1.) Of the name or names of the person or persons responsible for the management of the school, and for the disbursement of all funds expended on the same, it being stated whether such person or persons are resident or non-resident, and how long he or they are expected to be responsible.

(2.) Of the following particulars:—

(*a*.) The resources (in detail) at the disposal of the above, to augment which resources a monthly grant is asked for.

(*b*.) The number, qualifications, and salary of the teachers employed, or to be employed, there being ordinarily a teacher for every 30 boys in average attendance.

(*c*.) The average attendance registered or anticipated.

(*d*.) The extent, in cubic feet, of the internal school accommodation provided, with short notice of site and locality.

(*e*.) The scholastic regulations (as to attendance, fees, fines, &c.) in force, or to be enforced.

(*f*.) The books studied, or to be studied (detailed list).

V. The grant asked for must not exceed, as a general rule, the monthly income noted under (*a*) in the statement defined by Article IV. above.

N.B.—The monthly income may include the amount of fees collected.

VI. The grants, after allotment, are payable month by month from the beginning of the official year next succeeding the submission of application, provided that the Budget Estimates of the year admit of the expenditure.

N.B.—It is necessary that applications for new grants be registered in the Director's office before the preparation of Budget Estimates in October.

VII. No grants are made to schools which are not open to examination by the Government inspectors.

VIII. "The inspectors are to take no notice whatever of the religious documents which may be taught in any school, but are to confine themselves to the verification of the conditions on which the grants are made, to collect information, and to report the results."

IX. The continuance of a grant depends on the favourable report of the inspector, submitted after his periodical visit before the end of the official year.

X. The

X. The grant may be either withheld or reduced for causes arising out of the state of the school, to wit—

(*a.*) If the school is found to be held in an unhealthy, or otherwise undesirable, locality, after due notice from the inspector.

(*b.*) If the teachers have not been regularly paid, or are manifestly incapable.

(*c.*) If the attendance has been exceptionally irregular, or if the register be not kept with sufficient accuracy to warrant confidence in the returns.

XI. In every aided school are to be kept, besides the ordinary register of attendance,—

(*a.*) A book in which the names of all scholars admitted, with date of admission, and age at the time of admission, are entered. The father's or guardian's name is to be added in each case. The same book will serve for the registry of withdrawals or dismissals.

(*b.*) A log-book, in which the managers or the head teacher may enter occurrences of an extraordinary nature affecting the interests of the school. No entry once made can be removed or altered, except by a subsequent entry of correction, and all entries are to be dated and attested.

XII. The inspector will call for these books at his annual visit, and will enter in the latter such remarks as he may have to make on the state of the school, forwarding copies of the same to the office of the Director of Public Instruction before the end of the official year.

XIII. In cases of special excellence, the teachers may be rewarded, on the inspector's recommendation, such reward to count as an adjunct to the grant for the ensuing year. A certificate of merit will be given to such teachers at the discretion of the Director of Public Instruction.

In collegiate aided schools, the students who pass the Calcutta University examinations will be recommended for scholarship allowances.

XIV. *Female Education.*—Girl's schools will receive liberal encouragement on the principles laid down in Article III., so long as the Government is satisfied that the management of the same is in unexceptionably trustworthy hands.

N.B.—The inspection of these schools by Government officers will not, as a rule, be enforced.

XV. *Grants for Building, and other Special Purposes.*—Aid is not granted towards the erection of private schools, unless the local Government is satisfied that the conditions for ordinary grants-in-aid laid down in Article III. are fulfilled.

XVI. Grants made for building, enlarging, improving, or fitting up schools, do not exceed the total amount contributed for the same purpose by proprietors, residents, agents, or others, within the district where the school is located.

Such contribution may be in the form of—

(*a.*) Individual subscriptions.

(*b.*) Allotments from benevolent societies.

(*c.*) Materials, at the market rates.

(*d.*) Sites, given without valuable consideration.

(*e.*) Cartage.

XVII. The sites, plans, estimates, &c., must be satisfactory to the Local Government.

XVIII. The extension of the area of existing school-rooms to receive more scholars is treated, *pro tanto*, as a new case under Articles XV. *et seq.*, above.

XIX. "In the event of any building towards the erection, purchase, enlargement, or repair of which a grant may have been made by the Government, being subsequently diverted to any other than educational purposes, the Government shall have the option of purchasing the building at a valuation to be determined by arbitrators, credit being given for the amount of the grant which may have been made by the Government."

GRANT-IN-AID RULES FOR THE PUNJAB.

(*Passed in June* 1865.)

Article I. The object of a system of grants-in-aid is to promote private enterprise in education, under the inspection of officers appointed by Government, with a view to Government being thus enabled gradually to withdraw, in whole or in part, from the task of direct instruction through Government establishments, in compliance with the hope expressed by the Right honourable the Secretary of State for India, "that private schools aided by Government would eventually take the place, universally, of the several classes of Government institutions."

II. The means consist in aiding voluntary local exertion, under certain conditions, to establish and maintain schools.

III. These conditions, generally stated, are—

(1.) That the school is under competent management.

(2.) That the instructive staff is adequate—there being ordinarily a teacher for every 30 boys in average attendance.

(3.) That the funds, on which the local expenditure is based, are stable.

(4.) That the extended operations to be brought into play by Government assistance are justified by the wants of the locality (due regard being had to the relative requirements of the institutions seeking aid, and to the funds available to meet them), and by the school accommodation provided.

IV. Managers of schools desirous of receiving State assistance, are, therefore, required to submit, with their application for a monthly grant (the amount being noted) a statement through the Director of Public Instruction, which shall inform the Local Government—

(1.) Of the name or names of the person or persons responsible for the management of the school, and for the disbursement of all funds expended on the same—it being stated whether such person or persons are resident or non-resident, and how long he or they are willing to be responsible.

(2.) Of the following particulars:—

(*a.*) The resources (in detail) at the disposal of the above, to augment which resources a monthly grant is asked for. The resources as above may include the amount of school fees collected.

(*b.*) The number, names, qualifications, and salaries of the teachers employed or to be employed, and a statement of the total expenditure incurred or to be incurred in the maintenance of the school on its proposed footing.

(*c.*) The average attendance registered or anticipated.

(*d.*) The extent in cubic feet of the internal school accommodation provided, with short notice of site and locality.

(*e.*) The scholastic regulations (as to attendance, fees, fines, &c.) in force or to be in force.

(*f.*) The books studied or to be studied (detailed list).

V. The grant asked for must not exceed the monthly income or half the expenditure, as noted under Clauses (*a*) and (*b*) respectively of Section 2 of Article IV. This amount is a maximum, and only such portion of it should be given as may be deemed proper, with reference to the circumstances of the case, the funds available, and the general requirements of the Province.

VI. The grants, after allotment, will be payable month by month, from the month succeeding each allotment. New grants will not be allotted till it is known that budget provision is available; and it is distinctly to be understood that the expenditure on grants-in-aid for the year will be strictly confined within the budget grant, and that no institution which cannot be provided for within that grant will receive any assistance until the close of the current financial year.

N.B. It is necessary that applications for new grants be registered in the Director's office, before the preparation of the Budget Estimates, in October.

VII. No grants will be made to schools which are not open to examination by the Government inspectors, and in which, with the exception of female, normal, and purely vernacular schools, some fee is not taken from at least three-fourths of the scholars.

VIII. The inspectors are to take no notice whatever, in the case of schools for children of other than Christian parents, of the religious doctrines which may be taught, but are to confine themselves to the verification of the conditions on which the grants are made, to collect information, to report the results, and to suggest improvements in the general arrangements of the school.

IX. Grants-in-aid will be withdrawn or reduced, if, in the opinion of the Local Government, the institution does not continue to deserve any or so much assistance from the public revenues.

X. The grant may be either withheld or reduced for causes arising out of the state of the school, to wit—

(*a.*) If the school is found to be held in an unhealthy, or otherwise undesirable locality, after due notice from the inspector.

(*b.*) If the teachers have not been regularly paid, or are manifestly incapable or otherwise unfitted for their posts.

(*c.*) If

(*c.*) If the attendance has been exceptionally irregular, or if the register be not kept with sufficient accuracy to warrant confidence in the returns.

(*d.*) If from any cause the progress of the school is so unsatisfactory as to make it evident that it does not fulfil the educational objects for which the grant was given.

XI. In every aided school are to be kept, besides the register of attendance, the following books:—

(*a.*) An account book, in which all receipts and disbursements of the school shall be regularly entered and balanced from month to month.

(*b.*) A book in which the names of all scholars admitted, with date of admission and age at the time of admission are entered. The father's or guardian's name is to be added in each case. The same book will serve for the registry of withdrawals or dismissals.

(*c.*) A log book, in which the managers or head teacher may enter occurrences of an unusual character affecting the interests of the school. No entry once made can be removed or altered, except by a subsequent entry of corrections, and all entries are to be dated and attested.

XII. These books will be open to the inspector at his annual visit, and he will enter in the appropriate place such remarks as he may have to make on the state of the school, forwarding copies of the same to the office of the Director of Public Instruction before the end of the official year.

XIII. In case of the excellence of a school being established to the satisfaction of the Director of Public Instruction, by success at such periodical examinations as he may from time to time determine, a special grant may be given not exceeding one month's average expenditure of the school, subject to the general limitation to the effect that the total aid given by the Government in any year shall not exceed half of the total expenditure on the school for that period. Such special grant will count as an adjunct to the grant for the ensuing year, and must be laid out by the managers in rewards to the most deserving teachers and scholars in such manner as they may prefer, unless the particular mode of its distribution is prescribed by the Director of Public Instruction and agreed to by the managers of the school. Betides making special awards to teachers from extra grants, the Director may, with the consent of the managers, bestow certificates of merit on them.

XIV. In purely vernacular schools which are unable to comply with all the conditions imposed by the preceding articles, but which are found to impart adequate elementary instruction, special grants may be awarded from time to time on the recommendation of the Inspector of Schools. But the sum of such special grants to any one purely vernacular school shall not exceed during the official year one-half the average annual cost of a Government vernacular school of a similar size and standard.

XV. *Female Education.*—Girl's schools will receive encouragement on the principles laid down in Articles III. and V., so long as the Government is satisfied that the management of the same is in unexceptionably trustworthy hands.

N.B. The inspection of these schools by Government officers will not, as a rule, be enforced.

XVI. *Grants for Building and other Special Purposes.*—Aid of this sort will not be granted to private schools, unless the Local Government is satisfied that the conditions for ordinary grants-in-aid, laid down in Article III., are fulfilled.

XVII. Grants made for buildings, or enlarging, improving, or fitting up schools, must not exceed the total amount contributed from private sources for the same purpose, and the full amount will not be given as a matter of course.

Such contributions may be made in the form of—

(*a*). Individual subscriptions.

(*b*). Allotments from benevolent societies.

(*c*). Materials (at the market rates).

(*d*). Sites given without valuable consideration.

(*e*) Cartage.

XVIII. The sites, plans, estimates, &c. must be satisfactory to the Local Government.

XIX. The extension of the area of existing school rooms to receive more scholars is treated *pro tanto*, as a new case under Article XVI., *et seq.*, above.

XX. In the event of any building towards the erection, purchase, enlargement or repair of which a grant may have been made by the Government being subsequently devoted to any other than educational purposes, the Government shall have the option of purchasing the building at a valuation to be determined by arbitrators, credit being giving for the amount of the grant which may have been made by the Government.

XXI. To school libraries, and libraries intended for the use of the native community, grants will be made to such extent as may seem fitting in each case, and subject to the condition that at least an equal sum shall be contributed towards the object from private sources.

GRANT-IN-AID RULES FOR MADRAS.

(*Passed in January* 1865.)

GRANTS in aid of schools and other educational institutions will be made with the special object of extending and improving the secular education of the people, and will be given impartially to all schools (so far as the funds at the disposal of Government may admit), which impart a sound secular education, upon the conditions hereafter specified. It will be essential to the consideration of applications for aid that the schools on behalf of which they are preferred shall be under the management of one or more persons, who, in the capacity of proprietors, trustees, or members of a committee elected by the society or association by which the school may have been established, will be prepared to undertake the general superintendence of the school, and to be answerable for the permanence for some given time.

II. Every application for a grant must be accompanied by a declaration that the applicant or applicants are prepared to subject the institution on behalf of which the application is made, together with its current accounts, list of establishment, time table, scheme of studies, and registers of attendance, to the inspection of a Government inspector, such inspection and examination relating only to the general management and to the secular instruction, and having no reference to any religious instruction which may be imparted.

III. Except in the case of normal schools for training teachers, and of female schools, grants will be restricted to those schools in which a monthly schooling fee, of an amount to be approved by the Director of Public Instruction, and which in general is not to fall below one anna, is paid by at least three-fourths of the pupils.

IV. It will be open to managers of schools, who desire to obtain grants on the results of periodical examinations of the pupils, to submit their schools to examination according to the standards described in Schedule (A.) appended to this notification, and to obtain grants at the rates provided for in Schedule (B).

V. In other cases the grants will be made only for specific purposes, and not in the form of contributions in aid of the general expenses of a school; and it will be essential to the payment of the grants that the proportion which, under the following rules, the managers are required to contribute for the purpose for which the grants may have been sanctioned shall have been duly paid. Subject to the conditions prescribed in these rules, a grant, not exceeding in amount the sum contributed by the managers of a school, will be given in aid of the salary of each schoolmaster or schoolmistress, who may have obtained a certificate of qualification from the Director of Public Instruction. A grant, not exceeding one-half of the sum contributed by the managers of the school, will be given in aid of the salary of each schoolmaster or schoolmistress in regard to whom the managers may satisfy the Director of Public Instruction, either by the report of a Government Inspector of Schools, or by such other means as the Director of Public Instruction may consider sufficient, that the said teacher is fairly qualified to perform the duties which are entrusted, or which it may be proposed to entrust, to him or her; provided that, in such cases, the amount of the grant to be given shall bear a due proportion to the amounts sanctioned in the following rules for teachers holding certificates, and that the exact amount to be assigned in each case shall be determined by the Director of Public Instruction.

VI. The following are the specific objects for which, and the conditions upon which, grants will ordinarily be given:—

1*st.* The payment, in part, of the salaries of schoolmasters and mistresses.

2*nd.* The payment of normal and certain other scholarships.

3*rd.* The provision of books of reference, maps, &c., and in some cases of school books.

4*th.* The establishment and maintenance of school libraries and public libraries.

5*th.* The erection, purchase, enlargement, or repair of school buildings.

6*th.* The provision of school furniture.

VII. The tests to be passed by teachers to entitle them to certificates shall be of a threefold character: *The first*, relating to general education, *the second* to theoretical knowledge of school management, and *the third* to teaching power, as practically exemplified by teaching a class in the presence of an Inspector of Schools.

VIII. *Grants to Schoolmasters.*—The certificates to be awarded to schoolmasters will be

of

of five grades; and, as regards the general education test, candidates for certificates of the first three grades will be required to have passed one of the Madras University examinations according to the grade of certificate which the candidate may seek to obtain, viz.:—

For the 1st grade, the examination for the degree of B. A.
„ 2nd „ the 1st examination in Arts.
„ 3rd „ the matriculation examination.

IX. The general education tests for the 4th and 5th grades of schoolmasters will be those specified in Schedule (C).

X. A certificate of the 1st grade will render the holder eligible to such grant, not exceeding the amount contributed by the managers of the school in which he is employed, as the Director of Public Instruction, with the sanction of Government, may determine, due regard being had to the amount of funds available for expenditure on grants-in-aid. Certificates of the other grades will render the holders eligible to the following grants, provided that the amount of the grant shall not exceed the amount contributed by the managers of the school, and that it shall be competent to the Director of Public Instruction to assign a grant lower than the maximum, with reference to the manner in which the candidate may have acquitted himself in the certificate examination:

	Rs.
A certificate of the 2nd grade, to a monthly grant, not exceeding - -	75
„ 3rd „ „ „ - - -	50
„ 4th „ „ „ - - -	25
„ 5th „ „ „ - - -	10

Ordinarily the maximum grant will not be assigned to a teacher on being first employed in that capacity.

XI. In the case of masters employed in schools intended mainly for European or East Indian pupils, the examination for certificates of the 4th or 5th grades may be conducted in English, and in such cases the language test for the 5th grade shall be that which is prescribed in the schedule as the English test for the 4th grade.

XII. Graduates of universities in Europe, America and Australia, and of other Indian universities, and holders of certificates granted by the Councils of Education in England or Ireland, will be placed in such grades as, in the judgment of the Director of Public Instruction, their attainments and other qualifications may render appropriate.

XIII. *Grants to Schoolmistresses.*—Certificates for schoolmistresses will be of three grades:

A certificate of the 1st grade will render the holder eligible to such grant, not exceeding the amount contributed by the managers of the school in which she is employed, as the Director of Public Instruction, with the sanction of Government, may determine, due regard being had to the amount of funds available for expenditure on grants-in-aid. Certificates of the other grades will render the holders eligible to the following grants, provided that the amount of the grant shall not exceed the amount contributed by the managers of the school, and that it shall be competent to the Director of Public Instruction to assign a grant lower than the maximum, with reference to the manner in which the candidate may have acquitted herself in the certificate examination:—

	Rs.
A certificate of the 2nd grade, to a monthly grant, not exceeding - -	25
„ 3rd „ „ „ - -	10

Schoolmistresses holding certificates from the Councils of Education in England or Ireland will be placed in the 1st grade, and will be assigned such grants as the Director of Public Instruction may deem proper.

XIV. The general education tests for all grades of schoolmistresses will be those specified in Schedule (D).

XV. The examination of schoolmasters, candidates for certificates of the first three grades in the theory of school management, and the examination of all other candidates in all their subjects, will be held once a year in July, or at such other time as may be hereafter appointed.

XVI. All grants in aid of the salaries of schoolmasters and mistresses will be paid monthly; their continuance will depend in each case upon the annual report of the Inspector of the Division that the school or class under the masters or mistresses' charge has been satisfactorily conducted during the previous year.

XVII. Grants made to elementary schools on the results of periodical examinations of the pupils, as provided for in Schedules (A.) and (B.), will be paid annually, half-yearly, or quarterly, as the Director of Public Instruction may decide in communication with the managers of the school, provided that the amount to be given for a single year shall not exceed the rates entered in Schedule (B).

XVIII. Scholarship grants will be issued to well-organised normal schools conducted by certificated teachers; each application will be disposed of on its merits.

XIX. Besides the scholarship grants above mentioned, a certain number of scholarships will be given each year upon the results of the university matriculation examination. These will be tenable for three years, under conditions to be laid down by the Director of Public Instruction, at such colléges or schools as may be so organised as to allow of the holders being educated up to the standard of the B. A. examination.

XX. Grants for the provision of books of reference, maps, &c., for schools will be made on the following terms:—

(*a.*) A grant will be made to every school favourably reported on by the inspector, at rates not exceeding those noted in the margin, provided that a sum equal to the amount of the grant be contributed for the same purpose by the managers of the school.

In the case of a school in which the head master, or one of the assistant masters, may hold a certificate of the first grade, at the rate of 10 annas per head of the average attendance during the preceding quarter.

In the case of a school in which the head master, or one of the assistant masters, may hold a certificate of the second or third grade, at the rate of eight annas per head of the average attendance during the preceding quarter.

In the case of a school in which the head master, or one of the assistant masters, may hold a certificate of the fourth or fifth grade, at the rate of six annas per head of the average attendance during the preceding quarter.

(*b.*) No further application for a grant of books of reference, maps, &c., will be complied with for a period of five years from the date of the previous grant.

(*c.*) After the lapse of five years from the date of the last grant, a renewal grant will be made at rates not exceeding those noted above, and with the proviso already laid down.

(*d.*) Grants for the provision of books of reference, maps, &c., will be made in money. Applications for such grants must be accompanied by a list of the books required; and, on the Director of Public Instruction satisfying himself of the propriety of complying with the application, prospective sanction will be given for the issue of the grant, which will be paid on the Government inspector reporting that the articles have been procured and are ready for use.

XXI. A grant for the provision of school books will be issued to *bonâ fide* pauper schools, at a rate not exceeding eight annas a head upon the average attendance of the preceding three months; the managers of the schools contributing in every case an equal amount. After the expiration of three years, a renewal grant will be issued upon the same terms.

XXII. Grants will be made in aid of school and public libraries to such extent as may seem fitting in each case, and subject to the condition that an equal sum shall be contributed by the managers.

XXIII. Grants will be made towards the erection, purchase, or enlargement of a school building on the following conditions:—

1st. That in each case an equal sum shall be contributed by the managers of the school for the same purpose.

2nd. That satisfactory evidence shall be adduced of the necessity for the erection, purchase, or enlargement, in aid of which the grant is sought.

3rd. That the amount applied for shall not exceed what may be considered reasonable, taking into account the Budget provision for the year, the importance of the school, and any previous grants which may have been issued to the managers of the institution.

4th. That the application shall be accompanied by a plan and estimate of the cost of the building proposed to be erected, purchased, or enlarged.

5th. That previous to the disbursement of the grant, which will be made in two equal portions—one after the execution of half the work, the other upon the completion of the whole—it shall be certified by the inspector of the division, or other responsible officer who may have been deputed to examine the building, that the work has been proceeded with as provided for in the plan and estimate previously sanctioned by the Director of Public Instruction. Also that, before disbursement, the managers of the school shall declare that they have funds on hand sufficient, when supplemented by the grant, to clear off all the debts incurred in the execution of the work.

6th. That in the event of any building towards the erection, purchase, or enlargement of which a grant may have been made by Government being subsequently diverted to other than educational purposes, the Government shall have the option of purchasing the building at a valuation to be determined by arbitrators, credit being given for so much of the grant as may bear the same proportion to the whole which the estimated value of the building bears to the total original cost.

7th. That in such cases the arbitrators shall be three in number, of whom two shall be nominated by Government, and one by the managers of the school.

XXIV. Grants for the provision of school furniture will be made once in five years, on condition that the managers of the school shall contribute an equal sum for the same purpose;

pose; and that, in the event of the school being permanently closed within five years from the date on which the grant may have been made, the Government shall be at liberty to purchase the furniture towards the supply of which the grant was given at a valuation, to be determined, as in the case of school buildings, by arbitrators, credit being taken in each case for the amount of the grant, allowing for depreciation due to wear and tear. All applications for grants must be accompanied by a list of the furniture required. A furniture grant will be paid on the Director of Public Instruction being satisfied that furniture to the full amount proposed to be expended, including both local contributions and the Government grant, has been made up and placed in the school.

XXV. Applications for grants in aid of industrial schools, and for other purposes not provided for in this notification, will be disposed of on their merits, each case being determined, as far as possible, by an analogy of the foregoing rules.

SCHEDULE (A).

STANDARDS OF EXAMINATIONS.

A.—*European and Eurasian Schools.*

First (Lowest) Standard.

1. Reading—Words of one syllable.
2. Writing—Any letter or digital number on a slate.

Second (Middle) Standard.

1. Reading—Easy child's book intelligibly.
2. Writing—Large-hand fairly.
3. Arithmetic—First four rules.

Third (Highest) Standard.

1. Reading—(As of a newspaper).
2. Writing—(Running hand).
3. Arithmetic.

} Sufficient for a mechanic (or mechanic's wife).

B.—*Native Schools.*

First (Lowest) Standard.—Vernacular.

1. Reading—(Easy school books) clear and intelligent.
2. Writing—Legible to dictation in the ordinary current hand, without gross mistakes.
3. Arithmetic—(Inclusive of Rule-of-three) sufficient for market and household purposes.

Second (Middle) Standard.—Vernacular.

1. Reading—(Advanced) and explanation.
2. Writing—Good and correct to dictation.
3. Arithmetic—Complete.

Third Standard.—Anglo-Vernacular.

1. English Reading (easy poetry and history.)
2. Translation into vernacular on paper.
3. Writing English to dictation (such as Goldsmith's "History of England") without three gross mistakes.
4. Arithmetic (comPlete) and mensuration.

SCHEDULE (B).

GRANTS TO PUPILS PASSED UNDER THE SEVERAL STANDARDS.

A.—*European and Eurasian Schools.*

		Hill Schools.	Schools in the Plains.
		Rs.	*Rs.*
To each pupil passed under	1st Standard	4	2
	2nd „	8	5
	3rd „	12	10
	B.—*Native Schools.*		
To each pupil passed under	1st Standard		2
	2nd „		5
	3rd „		10

SCHEDULE (C).

Writing Tests for Schoolmaster's Certificates.

Grades.	Subjects of Examination, and Text Books recommended.	Remarks.
Fourth Grade	*English.*—Second and Third Books of Lessons, Madras School Book Society— Selections in poetry, No. 1. Grammar (an Elementary Knowledge). *Tamil.*—Third Book of Lessons—Public Instruction Press. Panchatantra. Pope's Poetical Anthology. Nannul (by Savundranaiyagam) Pillai Verbs and Syntax. Pope's Second Grammar. *Telugu.*—Third Book of Lessons—Public Instruction Press. Niti Chendrika. Nala Charitra. Venkiah's Grammar. Chinniah Suri's Grammar—Chapters on Karaka and Samasa. *Canarese, Malayalam,* and *Oariya,* in accordance with Tamil and Telugu as far as practicable. *Arithmetic.*—Colenso's generally, omitting Duodecimals, Cube-root, and Stocks. Also, the Chief Indian Weights and Measures. *Geometry.*—Euclid, Book I. *History.*—Morris's History of India (generally). Brief Sketches of Europe. *Geography.*—The Manual—Asia and India in particular; general notions regarding the world and the outlines of Europe. *Method.*—Fowler's work, or Murdoch's Hints. *N.B.*—Very discreditable writing, figures, or spelling, will cause a candidate to be rejected. For lesser deficiencies in these respects, deductions will be made from the marks which would otherwise be assigned to the answers.	The examination in the non-language subjects will be, in general, conducted in the vernaculars.

Schedule (C).—*Writing Tests for Schoolmasters' Certificates*—continued.

Grades.	Subjects of Examination, and Text Books recommended.	Remarks.
Fifth Grade -	*Tamil.*—Second and Third Readers—Public Instruction, Press, Panchatantra, Part I. Pope's Catechism of Grammar. *Telugu.*—Second and Third Readers—Public Instruction, Press, Panchatantra, Part I. Sheshaya's Grammar. *Canarese, Malayalam,* and *Ooriya,* in accordance with Tamil and Telugu. *Arithmetic.*—Four simple and compound rules, with the principal Indian weights and measures. *History.*—Brief sketches of Asia. *Geography.*—India in general, with the Madras Presidency in particular; general notions of the world, and outlines of Asia. *N.B.*—Fair proficiency in handwriting, making of figures, and spelling will be required.	

Schedule (D).

Writing Tests for Schoolmistress's Certificates.

Grades.	Subjects of Examination, and Text Books recommended.	Remarks.
First Grade -	*English.*—Selections in English Poetry, No. 2. Selections in English Prose. Grammar, as in Sullivan or McLeod. *Tamil*—Third Book of Lessons—Public Instruction Press. Pope's Poetical Anthology. Pope's Second Grammar. *Telugu.*—Third Book of Lessons—Public Instruction Press. Vemana Selections. Venkiah's Grammar. *Canarese, Malayalam,* and *Ooriya,* to agree with Tamil and Telugu as far as practicable. *History.*—Morris's India and England. *Geography.*—Manual. *Arithmetic.*—Colenso's, but omitting Compound Proportion, Duodecimals, Cube-root, and Stocks. *Method.*—Fowler's work, or Murdoch's Hints. *Needlework.*—Ability to cut out, and make up a shirt or jacket. *N.B.*—Very discreditable writing, figures, or spelling will cause a candidate to be rejected. For lesser deficiencies in these respects, deductions will be made from the marks which would otherwise be assigned to the answers.	

Schedule (D).—*Writing Tests for Schoolmistress's Certificates*—continued.

Grades.	Subjects of Examination, and Text Books recommended.	Remarks.
Second Grade -	*English.*—Second and Third Books of Lessons—Madras School Book Society. Selections in Poetry, No. 1. Grammar (elementary knowledge). *Tamil,*—Third Book of Lessons—Public Instruction Press. Pope's Poetical Anthology. Catechism of Grammar. *Telugu.*—Third Book of Lessons—Public Instruction Press. Vemana Selections. Sheshaya's Grammar. *Canarese, Malayalam,* and *Ooriya,* to agree with Tamil and Telugu as nearly as practicable. *History.*—Brief sketches of Europe and Asia. *Geography.*—Manual—Europe and Asia generally; India in particular. *Arithmetic.*—Colenso's, including Vulgar Fractions, and Simple Proportion, but omitting Decimals, as well as what is not required for First Grade. *Method.*—Fowler's work or Murdoch's Hints. *Needlework.*—Ability to make up a shirt or jacket which has been cut out. *N.B.*—Very discreditable writing, figures, or spelling, will cause a candidate to be rejected. For lesser deficiencies in these respects, deductions will be made from the marks which would otherwise be assigned to the answers.	
Third Grade -	*Tamil.*—First and Second Readers—Public Instruction Press. *Telugu.*—First and Second Readers—Public Instruction Press. So in other languages. *Geography.*—India, outlines of Asia, and general notion of the world. *Arithmetic.*—Four simple and compound rules. *Needlework.*—Ability to hem neatly. *N.B.*—Fair proficiency in handwriting, making of figures, and spelling will be required.	

PROVISIONAL REVISED GRANT-IN-AID RULES FOR BOMBAY.

(*Passed in February* 1866.)

AID will henceforward be experimentally given to schools under recognised management in accordance with the following rules, which supersede those published in the "Government Gazette" of the 8th June 1858 and the 26th November 1863, and which will remain in force for two years from the present date, being then subject to revision as experience may show to be needed :—

I. The managers of schools who may be desirous of receiving aid from the State must, on their first application, be registered in the office of the Director of Public Instruction, at least six months before the commencement of the official year then next following.

II. The application for registration must be accompanied by one or other of the forms appended (*see* Schedule C.), which must afford full information on the points enumerated.

III. All registered schools will be inspected once during the official year, by the Government Inspecting Officer, who will give notice to the managers beforehand of the probable time of examination.

IV. Provided that, if the inspecting officer on his visit shall consider the arrangements of any schools to be palpably defective as regards accommodation, registry of attendance, or otherwise, he may decline to examine, forwarding however a full report of his reasons for so declining to the Director of Public Instruction and the school managers.

V. The Inspecting Officer will examine all the pupils submitted to him according to the standard for which they may be respectively presented (*see* Schedule A.), and will furnish the managers with a certificate of the number of pupils passed by him under each standard and of the number entitled to capitation.

VI. The number of pupils presented for examination must in no case exceed the average number who have been in attendance during the previous 12 months, and no pupil will be examined who has not attended the school for at least the one month immediately preceding the examination.

VII. It is to be understood that no pupil, except in European and Eurasian schools, shall be allowed to pass twice under the same standard, or to be examined for a certificate more than once during the official year.

VIII. No pupil will be examined, or have his attendance counted, in calculating the average attendance, who is below six or above 22 years of age.

IX. After each examination the manager should forward to the Educational Inspector an abstract for the amount to which they may be entitled under Standards I. to V. of Schedule B., accompanied by the certificate mentioned in Rule V.

X. Grants for matriculation will only be awarded to a school in the case of boys who have attended that school for two full years preceding. Applications on this account should be forwarded to the Director of Public Instruction by the managers immediately after the matriculation examination, accompanied in each case by a copy of the University Registrar's certificate, and an authenticated statement of the boy's attendance at the school.

XI. Schools which at present receive aid from the State cannot, unless they elect to renounce such aid, present pupils for examination under these rules. But this provision is not in any way meant to affect the allowances made by the State to soldiers' orphans.

XII. Aid may also be granted under the above rules to such private schools as are considered by the Educational Department to be under proper management.

XIII. All schools receiving aid from the State under the above rules will be required to furnish all returns called for by the Government of India.

XIV. It is to be clearly understood that grants cannot be claimed under the above rules irrespective of the circumstances of the case, and the limits of the sum at the disposal of Government. Should a grant be in any case refused, the reasons for refusal will be communicated to the applicants, and will also be published in the Administration Report of the Educational Department.

SCHEDULE (A).

STANDARDS OF EXAMINATION.

For European and Eurasian Schools.

I.—Standard :—

1*st* head.—Multiplication tables and simple addition.

2*nd* head.—Reading, easy child's book, and writing words of one syllable

II.—Standard :

1st head.—Arithmetic, first four rules.

2nd head.—Reading, easy narrative.

3rd head.—Writing, large hand.

III.—Standard.

1st head.—Arithmetic, to rule of three inclusive.

2nd head.—Writing, fair small hand.

3rd head.—(*a.*) Repetition of 100 lines of easy poetry.
(*b.*) Reading, as of a newspaper.

4th head.—Writing to dictation from the same.

IV.—Standard :

1st head.—Mathematics :
(*a.*) Arithmetic, to vulgar and decimal fractions.
(*b.*) Euclid, to the 10th proposition, First Book.
(*c.*) Algebra, up to multiplication and subtraction.

2nd head.—English :
(*a.*) Reading and explanation of easy English classics.
(*b.*) Recitation of classical poetry, 300 lines.
(*c.*) Dictation, including handwriting.
(*d.*) Grammar, rules of syntax.

3rd head.—Second language, *i. e.*, either Latin, Sanscrit, or any vernacular language. Written translation into English of easy sentences.

V.—Standard :

1st head.—Mathematics :
(*a.*) Arithmetic, complete with mensuration.
(*b.*) Euclid, First Book, with simple deductions.
(*c.*) Algebra, to simple equations.

2nd head.—English :
(*a.*) Paraphrase of English poetry.
(*b.*) Grammar and analysis of sentences.
(*c.*) Composition on a given subject.

3rd head.—Second language, *i. e.*, either Latin, Sanscrit, or any vernacular language Written translation into English from any ordinary school book, and *vice versâ*.

VI.—Standard :

Matriculation in the University of Bombay.

N. B.—Under each of the 3rd, 4th, and 5th standards pupils may be allowed to pass twice, but not more than twice.

For Anglo-Vernacular Schools.

I.—Standard :

1st head.—Arithmetic : Four simple rules.

2nd head.—English :
(*a.*) Reading of First and Second Books, with explanation.
(*b.*) Spelling, easy words.
(*c.*) Writing, large hand.

3rd head.

3rd head.—Vernacular:

(*a.*) Reading Third Book, with explanation.

(*b.*) Writing easy words.

II.—Standard:

1st head.—Arithmetic: Reduction and four compound rules.

2nd head.—English:

(*a.*) Reading and explaining Third Book.

(*b.*) Writing half text.

(*c.*) Grammar, parts of speech.

(*d*) Written translation into English of easy sentences.

3rd head.—Vernacular:

(*a.*) Reading Fourth Book, with explanation.

(*b.*) Writing.

(*c.*) Grammar, declensions and conjugations.

III.—Standard:

1st head.—Arithmetic: To simple proportion and interest, inclusive.

2nd head.—English:

(*a.*) Reading Fourth Book, with *vivâ voce* explanation in English or vernacular.

(*b.*) Parsing easy sentences.

(*c.*) Writing, fair small hand.

3rd head.—Vernacular:

(*a.*) Reading senior school books, with explanation.

(*b.*) Writing easy sentences to dictation.

(*c.*) Easy parsing.

(*d.*) Written translation into English from any ordinary school book.

IV.—Standard:

1st head.—Mathematics:

(*a.*) Arithmetic up to compound proportion and vulgar and decimal fractions.

(*b.*) Euclid, to the end of the 10th proposition, First Book.

(*c.*) Algebra, multiplication and subtraction.

2nd head.—English:—

(*a.*) Reading senior school books, with explanation.

(*b.*) Dictation, including handwriting.

(*c.*) Grammar, common rules of syntax.

3rd head.—Vernacular:

(*a.*) Translation from English into vernacular, or *vice versâ*, of any senior school book.

(*b.*) Writing to dictation from the same.

(*c.*) Grammar and analysis of sentences.

V.—Standard:

1st head.—Mathematics:

(*a.*) Arithmetic, complete.

(*b.*) Euclid, 1st book, with simple deductions.

(*c.*) Algebra, to simple equations.

2nd head.—English:

(*a.*) Reading and explanation of the simple English Classics.

(*b.*) Paraphrase.

(*c.*) Grammar and analysis of sentences.

3rd head.—Vernacular:

(*a.*) Translation from English into vernacular, or *vice versâ*.

(*b.*) Paraphrase of vernacular poetry taken from ordinary school books.

(*c.*) Vernacular grammar and idioms.

VI. Standard.—Matriculation:

N.B.—The examinations under the IVth and Vth Standards will be conducted in English.

For Vernacular Schools.

I.—Standard:

1st head.—Arithmetic, addition and the multiplication tables.

2nd head.—Writing syllables.

3rd head.—Reading 1st and 2nd books.

II.—Standard:

1st head.—Arithmetic, four simple rules.

2nd head:

(*a.*) Writing, simple words.

(*b.*) Reading and explanation of 3rd book.

III.—Standard:

1st head.—Arithmetic up to Rule of Three.

2nd head.—Writing to dictation from a senior school book

3rd head.—Reading and explanation of 4th book.

IV.—Standard:

1st head.—Arithmetic, complete.

2nd head.—Vernacular writing from dictation.

3rd head:

(*a.*) Reading current vernacular literature, including newspapers.

(*b.*) Paraphrasing vernacular poetry taken from ordinary school books.

4th head:

(*a.*) Vernacular grammar.

N.B.—Portuguese schools will be entitled to the same grants as vernacular and Anglo-vernacular schools. As regards these, the words "Portuguese" and "Anglo-Portuguese" may be read throughout the rules and schedules for vernacular and Anglo-vernacular.

SCHEDULE (B).

GRANTS TO PUPILS PASSED UNDER THE SEVERAL STANDARDS.

For European and Eurasian Schools.

The total grants obtainable under this schedule are greatly in excess of the amounts under the old schedule.

	First Head.	Second Head.	Third Head.	Fourth Head.	TOTAL.
	Rs.	*Rs.*	*Rs.*	*Rs.*	*Rs.*
I.—Standard - - - -	5	5	- -	- -	10
II.—Standard - - - -	5	5	5	- -	15
III.—Standard - - - -	10	5	5	5	25
IV.—Standard - - - -	20	15	15	- -	50
V.—Standard - - - -	30	30	30	-	0
VI.—Standard (Matriculation) -	- -	- -	- -	- -	150

In addition to the above, in the case of girls, 5 rupees under the 2nd Standard, and and 10 rupees under the 3rd Standard, may be awarded for good plain needle-work.

For

For Anglo-Vernacular Schools.

	First Head.	Second Head.	Third Head.	Total.
	Rs.	*Rs.*	*Rs.*	*Rs.*
I.—Standard - - - - - - -	2	2	2	6
II.—Standard - - - - - - -	3	3	3	9
III.—Standard - - - - - - -	4	4	4	12
IV.—Standard - - - - - - -	7	7	7	21
V.—Standard - - - - - - -	10	10	10	30
VI.—Standard - - - - - - -	- -	- -	- -	100

The total grants obtainable under this schedule are greatly in excess of the amounts under the old schedule.

With capitation allowance of two rupees on the average attendance of pupils during the year.

For Vernacular Schools.

	First Head.	Second Head.	Third Head.	Fourth Head.	Total.
	Rs.	*Rs.*	*Rs.*	*Rs.*	*Rs.*
I.—Standard - - - -	- -	- -	- -	- -	1
II.—Standard - - - -	1	1	- -	- -	2
III.—Standard - - - -	1	1	1	- -	3
IV.—Standard - - - -	1	1	1	1	4

With capitation allowance of eight annas on the average attendance of pupils during the year.

N.B.—No capitation allowance will be granted to private schools admitted to aid under Rule XII. Nor will any school be entitled to capitation allowance as an Anglo-vernacular school which does not educate pupils up to the 3rd Anglo-vernacular Standard.

Schedule (C).

Form I.

For Schools under Recognized Management.

1. Locality.	2. Description of School.	3. Persons Responsible for its Management.	4. Average Annual Expenditure on Secular Education.	5. Probable Number of Pupils that will be Presented for Examination under each Standard at the Inspection or Matriculation Examination during the Year for which a Grant is Requested.	6. REMARKS.

FORM II.

For Private Schools.

1. Locality.	2. Description of School.	3. Date of Establishment.	4. Names, Ages, and Places of Education of the Master and Assistant Masters.	5. Total Amount of Fees Annually received for Instruction.	6. Probable Number of Pupils that will be Presented for Examination under each Standard at the Inspection or Matriculation Examination during the Year for which a Grant is requested.	7. Names and Places of Abode, &c., of Parties to whom Reference may be made.	8. REMARKS.

GRANT-IN-AID RULES FOR OUDE.

(*Passed in November* 1864.)

I. The local Government, at its discretion and upon such conditions as may seem fit in each case (reference being had to the requirements of each district as compared with others, and to the funds at the disposal of Government), will grant aid in money, books, or otherwise to any school under adequate local management, in which a good secular education is given through the medium either of English or the vernacular tongue. The erection, enlargement, and repairs of school-houses are included among the objects for which aid may be given. Whenever a building grant is asked for, it must be borne in mind that a plan and estimate of the building, and the number for whose accommodation it is required, should accompany the application.

II. In the event of any building towards the erection, purchase, enlargement, or repair of which a grant may have been made by Government being subsequently devoted to any other than educational purposes, the Government shall have the option of purchasing the building at a valuation to be determined by arbitrators, credit being given for the amount of the grant which may have been made by Government.

III. In respect of any such school for which application for aid is made, full information must be supplied on the following points:—

Firstly. The pecuniary resources, permanent and temporary, on which the school will depend for support.

Secondly. The proposed monthly expenditure in detail.

Thirdly. The average number of pupils to be instructed.

Fourthly. The persons responsible for the management.

Fifthly. The languages and subjects included in the course of instruction.

Sixthly. The number and salaries of masters and mistresses.

Seventhly. The nature and amount of aid sought.

Eighthly. The existence of other schools receiving aid within a distance of six miles.

IV. Any school to which aid is given, together with all its accounts, books, and other records, shall be at all times open to inspection and examination by any officer appointed by the local Government for the purpose.

V. Girls' schools will receive liberal encouragement on the above principles, but the inspection of the schools by Government officers will not, as a rule, be enforced.

VI. The Government will not interfere with the actual management of a school thus aided, but will seek, upon the frequent reports of its inspectors, to judge from results whether a good secular education is practically imparted or not, and it will withdraw its aid from

from any school which may be for any considerable period unfavourably reported upon in this respect.

VII. In giving grants-in-aid, the following principles will be observed :—

(*a.*) The Government always endeavour so to give its aid that the effect shall not be the substitution of public for private expenditure, but the increase and improvement of education.

(*b.*) Grants will be given to those schools only, with the exception of normal schools and girls' schools, at which *some fee* is required from at least two-thirds of the scholars.

(*c.*) The Government grant will not in any case exceed the expenditure defrayed by contributions from private persons and *bodies*.

VIII. It is to be distinctly understood that grants-in-aid will be awarded only on the principle of perfect religious neutrality, and that no preference will be given to any school on the ground that any particular religious doctrines are taught, or not taught, therein.

IX. The Inspectors shall not make any inquiry in the course of their periodical inspection into the religious doctrines which may be taught at the schools, but will understand that their duty is strictly confined to matters concerning the secular purposes of the school.

GRANT-IN-AID RULES FOR THE CENTRAL PROVINCES.

(*Passed in March* 1865.)

PART A.—*Rules applicable to Schools for General Education.*

I. The local Government, at its discretion, and upon such conditions as may seem fit in each case (reference being had to the requirements of each district as compared with others, and to the funds at the disposal of Government), will grant aid in money, books, or otherwise, to any school in which a good secular education is given through the medium, either of English or the vernacular tongue, to males or females, or both, and which is under adequate local management.

II. In respect of any such school for which application for aid is made full information must be supplied on the following points :—

1stly. The pecuniary resources, permanent and temporary, on which the school will depend for support.

2ndly. The proposed average annual expenditure on the school.

3rdly. The estimated average number of pupils that will receive instruction, the ages of the pupils, and the average duration of their attendance at the school.

4thly. The persons responsible for the management and permanence of the school, and the time for which they will continue to be responsible.

5thly. The nature and course of instruction that will be imparted.

6thly. The number, names, and salaries of masters and mistresses, and subjects taught by each. (In the case of schools whose establishment is contingent upon the reception of a grant-in-aid, this information will be furnished so soon as the school is opened).

7thly. The books to be used in the several classes of the school.

8thly. The nature and amount of aid sought, and the purpose to which it is to be applied.

III. Any school to which aid may be given shall be at all times open to inspection and examination, together with all its current account and lists of establishment and scholars, by any officer appointed by the local administration for the purpose. Such inspection and examination shall have no reference to religious instruction, but only to secular education.

IV. The Government will not, in any manner, interfere with the actual management of a school thus aided, but will seek, upon the frequent reports of its inspectors, to judge from results, whether a good secular education is practically imparted or not, and it will withdraw its aid from any school which may be for any considerable period unfavourably reported upon in this respect.

V. In giving grants-in-aid, the Government will observe the following general principles: Grants-in-aid will be given to those schools only (with the exception of normal and female schools) at which some fee, however small, is required from the scholars; and wherever it is possible to do so, they will be appropriated to specific objects, according to the peculiar wants of each school and district.

VI. No grant will, in any case, exceed in amount the sum expended on the instruction from private sources, and the Government will always endeavour so to give its aid that the effect shall not be the substitution of public for private expenditure, but the increase and improvement of education.

VII. It is to be distinctly understood that grants-in-aid will be awarded only on the principle of perfect religious neutrality, and that no preference will be given to any school on the ground that any particular religious doctrines are taught or not taught therein.

VIII. When the inhabitants of any town desire to establish a department in connection with any zillah, or town school, for instruction in any science or language not included in the curriculum of study, and subscribe a certain sufficient sum for the establishment of such a department, then a grant not exceeding the sum expended from the above-mentioned source may be bestowed.

IX. One of the objects contemplated in Rule V. is the erection by private persons of suitable school-houses. With regard to the application for a building grant, the following rules are to be observed :—

I. The Inspector of schools must declare that he believes that there is a necessity for a school building in the locality proposed.

II. A plan and estimate of the building must be approved of by the inspecting authority and the Director of Public Instruction.

III. The site must also meet the approval of the Inspector.

IV. The amount contributed by the Government shall not exceed, nor in some cases equal, the amount contributed from private sources.

V. In the event of any building towards the erection, purchase, enlargement, or repair of which a grant may have been made by Government being subsequently diverted to any other than educational purposes, the Government shall have the option of purchasing the building at a valuation to be determined by arbitrators, credit being given for the amount of the grant which may have been made by Government.

NAME of the SCHOOL.	1. Pecuniary Sources on which the School depends.	2. Average Annual Expenditure on the School.	3. Average Number of Pupils Instructed, the Ages, and the Average Daily Attendance at the School.	4. The Persons responsible for the Management and Permanence of the School, and the Time they will continue so.	5. The Nature and Course of Instruction.	6. Number, Names, and Salaries of Teachers, and Subjects taught by each.	7. Books in Use in the several Classes of the School.	8. Amount of Aid sought for.	Remarks.

PART B.—*Rules for Training Colleges.*

I. Before a grant-in-aid for a training college can be given, the Director of Public Instruction must determine that such an institution is necessary for the district in which it is proposed to be established.

II. A normal school shall include—

1stly. A school for training adults.

2ndly. A practising department in which masters under training may learn to exercise their profession.

III. No grant shall be made to a normal school, unless the Director of Public Instruction is satisfied with the premises, management, and staff.

IV. To every adult of more than 18 years, and of good moral character, who shall sign a declaration that he intends *bonâ fide* to adopt and follow the profession of a schoolmaster, and that he will submit to the discipline of the school, and also shall pass an examination prescribed by the department, the sum of four rupees per mensem will be paid. This grant wil continue for one year only; and should the schoolmaster infringe any of the conditions of his declaration, he will be required to repay to the State all the money that he has received

received, together with one rupee a month during the time he was in attendance for schooling fees. A clause to this effect will be inserted in the declaration.

V. As the demand for schoolmasters is limited, stipends will not be paid to more than 30 pupils at any one normal school.

VI. At the end of the year all the stipendiary pupils of the normal school will undergo an examination in the theory and practice of their profession, and in certain subjects to be prescribed by the Educational Department.

VII. For every man who shall pass the test prescribed for town schoolmasters, the normal schoolmasters shall receive the sum of 50 rupees; and for each of those who pass the test prescribed for village schoolmasters, 25 rupees shall be paid.

VIII. The normal schoolmasters shall receive no payment for any man who has been less than one year under instruction, and who shall not have attended school for at least 200 days.

IX. Grants-in-aid will be given to the practising school in the same manner, and on the same system, as to vernacular indigenous schools.

X. To enable normal schoolmasters to procure the necessary school furniture and educational apparatus, an advance of one-half of the outlay on these materials will be made. The advance will be adjusted at the end of one year.

XI. At normal schools where English is taught, and men are prepared for zillah schools, double the rates prescribed in Rule VII. shall be paid on the students under training passing the necessary examination.

XII. The State will, in every case, contribute one-half of the expense incurred on the erection of a training college, after an approved pattern—the building so erected being regarded as subject to the conditions specified in Section 5 of IX. of the Rules (A.) applicable to schools for general education.

XIII. Double the rates contained in paragraph 7 will be paid for trained schoolmistresses. Their subsistence allowance, whilst under instruction, will be the same as that allowed for men.

PART C.—*Rules for Indigenous Schools.*

I. To money provided locally for school buildings, furniture, &c., Government will add an equal sum—

(1.) Provided that building sites be approved of by the Deputy Commissioner.

(2.) Provided that the house be made over to Government, when the object for which the grant was made ceases to exist.

II. For each boy who passes an examination, according to the first or lowest standard, as noted at the end of these rules, the teachers shall receive payment at the rate of one anna per mensem—

(1.) Provided that the pupil is not more than 10 years of age.

III. For each boy who passes an examination according to the second standard, the teacher shall receive payment at the rate of two annas per mensem—

(1.) Provided that the pupil is not more than 12 years of age.

IV. For each boy who passes the examination prescribed by the third standard, the teacher shall receive payment at the rate of three annas per mensem.

V. For each boy who passes the examination prescribed in the fourth or highest standard, the teacher will receive payment at the rate of four annas per mensem.

VI. No teacher will receive payment for any boy who shall not have attended his school for a period of six months prior to the examination, and payment will be made for the period the boy may have been in the school.

VII. The same scale of payment will not be made for any boy for more than two successive years.

VIII. If a boy fails to pass all subjects of the accompanying tests, no allowance will be paid to the schoolmaster for the pupil so failing.

IX. The teacher shall keep a register of admittance according to prescribed form.

X. At the recommendation of the examiner, a portion of the total payment, and not exceeding one-fourth, will be given to the teacher in the shape of maps and books.

XI. On the first examination, after the promulgation of these Rules, payment will be made for the previous 12 months; but future payments will be calculated from the date of the former examinations. Such examinations will be annual.

XII. No master shall receive payment for more than 50 pupils, unless he keeps an assistant or pupil-teacher for every 25 boys above 50.

XIII. In the case of girls' schools, the payments mentioned in Rules II., III., IV. and V. will be doubled.

Revised Curriculum of Studies prescribed for the Examination of Scholars in Indigenous Schools.

	STANDARD I.	STANDARD II.	STANDARD III.	STANDARD IV.
Reading - - -	Easy narrative -	A paragraph from an elementary reading book used in a Government village school.	A few lines of prose or poetry from a reading book used in the first class of a Government village school.	A short ordinary paragraph in a newspaper or other modern narrative.
Writing - - -	Copy in manuscript character, a line of print.	A sentence slowly dictated once, by a few words at a time, from the same book, but not from the paragraph read.	A sentence slowly dictated once, by a few words at a time, from a reading book used in the first class of a Government village school.	Letter.
Arithmetic - -	Form, on black board or slate from dictation, figures up to 100; name at sight figures up to 100; add and subtract figures up to 100 orally from examples on black board, and the multiplication table up to 12.	A sum in any simple rule as far as short division (inclusive).	A sum in the four simple and compound rules as far as division.	A sum in rule-of-three, and in the four simple and compound rules.

GRANT-IN-AID RULES FOR BRITISH BURMAH.

(Passed in August 1864.)

THE Grant-in-Aid Rules for British Burmah are the same as those for Bengal, with the modifications indicated in the following letter from the Chief Commissioner of British Burmah, dated the 23rd July 1864.

"I have the honour to acknowledge the receipt of extract from the Proceedings of the Government of India, in the Home Department, No. 565, dated the 22nd of May last, together with copies of the various rules under which Grants-in-Aid are now made to schools.

"2. With reference to education in British Burmah, I beg to state that the revised rules, recently promulgated in Bengal, appear to me to be well adapted to British Burmah, with two exceptions. The exceptions are the rules noted in the margin. The reasons why I do not wish to include them in the rules for Grants-in-Aid to schools in British Burmah are as follow:

(*b.*)—'Grants will be given to those schools only (with the exception of normal schools and girls' schools) at which fees of reasonable amount are required from the scholars.'

(*c*).—'For other schools in which the expenditure is more than 30 rupees per mensem, the Government grant will not, as a rule, exceed two-thirds of the income guaranteed from local sources.'

"3. Hitherto Grants-in-Aid have been made exclusively to schools established and supported by missionary societies at the towns and stations. But it is now proposed to extend the Grants-in-Aid to village schools. Now it will not be easy to establish regular fees in such schools. The parents of the scholars will support the master by presents in kind; but, if fees are rigidly to be established, I fear the usefulness of the Grants-in-Aid would be very much restricted.

"4. Further, I look forward to the time when the Buddhist monks, who instruct children in their monasteries as a part of their duty, will accept books on astronomy, European history, and other subjects to be used as a recognized portion of the course of instruction in their monasteries. Some Buddhist priests who have been educated in our schools have told me that they would have no objection to such a plan. But fees from scholars in such cases could not be expected, and no Grant-in-Aid could properly be accepted on such conditions. The children are instructed, as a matter of religious duty, according to the rules of the Buddhist monks when they take their vows. They depend for their support on the voluntary alms of their flock.

"5. Under the circumstances, I beg to request that his Excellency the Governor-General in Council will be pleased to allow me to adapt the revised rules for Bengal to British Burmah, with the modifications above mentioned. I may also add that the sixth heading of Rule II., as per margin, will have either to be modified, or to be applied in practice, with reference to the foregoing remarks."

'Sixthly.—The salaries of masters,' &c.

APPENDIX (B).

RULES for the GRANT of AID to SCHOOLS for EUROPEAN and EURASIAN CHILDREN —Commonly known as the Rules contained in "Lord Canning's Minute of October 1860."

STATEMENT by the BISHOP OF CALCUTTA on the subject of Schools for European and Eurasian Children in India (for Circulation in the United Kingdom).

Ravenswood, Simla, 30 July 1860.

CONSIDERING the interest which has lately been shown in every subject connected with India, and the general acknowledgment that Englishmen have no more pressing national duty than to promote the good of a people providentially committed to their trust, no apology is necessary for bringing to their notice one of the greatest wants of this country, especially as it is one which, from its simplicity, is very likely to be overlooked among enterprises of wider and more exciting importance.

Whatever may be our hopes of benefiting the natives of India by direct missionary efforts, by education, by good government, and by contact with European thought, it is quite certain that the conduct and character of the Christians settled among them must have the most direct influence on their estimate of Christianity and Western civilization. If a generation calling itself Christian, and descended wholly or partly from European parents, grow up in ignorance and evil habits, the effect on the heathen and Mahomedan population will be most disastrous.

But besides this obvious evil, it is nothing less than a national sin to neglect a class who are our fellow Christians and fellow subjects, whose presence in India is due entirely to our occupation of the country, but who, unless real efforts are made for their good, are in great moral and spiritual danger.

The class to which I refer consists of a large number of persons of European or mixed descent, some employed by Government in the Uncovenanted Service, others seeking a livelihood from some of the sources of profit which are now opening in the country, for whose children there are no adequate means of education: when these children are of wholly European origin, they could be properly reared in the plains, even though efficient schools existed there; when they are Eurasians, they would at least be much benefited in many ways by removal to the hills.

As my evidence on this subject may be undervalued, from my short residence in the country, I think it well, before I state what has been done, or what we are desirous to do for the education of such children, to cite the testimony of men of experience who have addressed, either to myself or to my chaplain, letters in answer to a circular which I lately issued on the subject. The following are extracts from these letters, all written by persons who have lived long in India, who are holding important situations under Government, and are well acquainted with these circumstances and wants of the class in question:—

1. *From the Commissioner of a Division in the North-Western Provinces.*—The question is, indeed, one of vital importance, and those who are thrown among the class of writers, and see boys and girls growing up among Native servants, in most cases picking up a very imperfect acquaintance with the English language, but too well instructed in things which it would be better if they never knew, have long felt the urgent necessity of providing them with schools. The great obstacle to the success of any local scheme in India is the absence of permanent residents, and therefore the want of a permanent foundation; we seldom have the same society for many months together. Those who are in a position to afford the largest pecuniary aid are generally approaching their period of retirement from the service, and the customary changes of appointment or promotion are perpetually breaking up the society in Indian stations. For this reason, I think that the comprehensive scheme proposed by the Bishop will meet with general support. The class of people who require most looking after are writers who receive on an average from 100 to 150 rupees per mensem. It is a very numerous body, and where there are several children, the cost of necessaries under the most economical management, will leave a very small margin for education, and, on the other hand, it is a great object to remove them from intercourse with natives, which is attained by the proposal to place the school in the Himalayas.

II. *From a Member of the Sudder Board.*—There are immense hindrances in the way of establishing an efficient and permanent school. Society is so flitting, and the resources and income of a school are so uncertain, that unless it be taken in hand by some permanent body, and has a main spring of existence beyond a local committee, it is vain to hope for the establishment of an efficient institution; meanwhile the young are "perishing for lack of knowledge." The Christian reader's scheme, originated by your Lordship when you were at Allahabad, promises to be useful for visiting and instructing the lower classes and the Europeans, &c., attached to the railway at Kuchpoorwa; but there is no school for their children, and, until such is available, we cannot but expect the rising generation to grow up careles, ignorant, and unchristian.

III. *From a Commissioner.*—It will give me very great pleasure to carry out, to the best of my ability, your Lordship's wishes, and I trust that the result of my inquiries may be in some degree equal to the importance of the object in view. At present, for want of some

institution of the kind contemplated, many of the sons of our uncovenanted officers are educated by Jesuits, not because the parents are hostile to our Church, but from absolute dearth of schools conducted on Church principles at a moderate cost. Your Lordship will probably find it necessary to have two schools, one accessible to the residents of the Cis- and Trans-Sutlej, and the other for the North-Western Provinces; and in each school it will, perhaps, be advisable to have higher and lower departments, under one principal, but at a different rate of yearly payment.

IV. *From the Principal of a Government College.*—I am extremely happy to hear of the movement which the Bishop is making to establish good schools for the children of European parents. That the want is a real one is apparent to all who have had much opportunity of being acquainted with boys brought up in this country. I confidently hope and believe that his Lordship's efforts will be largely responded to. Certainly few objects can be more worthy of the support of all Christian residents in India, and well-wishers of the country. Whilst so many direct efforts are made for Christianizing and improving the people around us, it is too often forgotten how enormously important, with reference to this work, is the indirect or unconscious influence of the resident Christian population, more powerful, perhaps, or rather, certainly, one way or other, than all the missionary labours in the country; and thus, for the sake of those around us, as well as for our own, whilst we urgently need for the present generation a large increase to the spiritual agency at work among the adult Christian residents, both the present and succeeding generations, Christian and heathen, will, under the blessing of God, reap the benefit of such schools as his Lordship has proposed.

V. *From a Chaplain in the Punjab.*—I return the Bishop's papers, and am sorry that but few have put down their names as able and willing to send their children to school. But this is not a proof of any indifference to the subject, for the want is so universally felt that few who could at all afford it would refuse to avail themselves of such an opportunity for the education of their boys. Several have withheld their names from the idea that it is a prospect too remote to be of much interest to them personally: but there is everything to encourage the Bishop in the good work, and many in this station would resort to such a school if once established.

VI. *From a Deputy Commissioner.*—Knowing that such a school is the crying want of India, as far as the clerks and that class of society are concerned, I warmly second the Bishop's project myself, and hope that he may be able to establish a good school in the hills, to the support of which I shall gladly contribute. There are several clerks here with families; their children are growing up; they can never hope to send them to England: and I do not know to what school they can send them in India. They would be glad enough to send them if a good and cheap school were established, but men of this class are unable to assist in carrying out such a project. As regards the rates of schooling, 10 rupees per mensem should be the lowest, and 30 rupees per mensem the highest.

VII. *From a Judge.*—Does the Bishop fully appreciate the slender means of the public on whose behalf he proposes the school? He must have an endowment, providing for a certain number of poor scholars annually; and I think that 10 per cent. of income is all that can be expected from a clerk for the education of one child, 15 per cent. for two, and 20 per cent. for three. The average income of people sending their children to such a school as is required in India would be under 200 rupees a month.

VIII. *From a Commissioner.*—As the seat of Government, Allahabad has drawn to itself the miscellaneous homeless Christian population whom the rebellion rendered dependent on the Government, or on charity; among these are widows and orphans of mixed blood, who in many cases speak Hindostanee only—a large and much neglected class. There are persons so ignorant of the first principles of Christianity (though nominally Christians) as to be utterly unable to teach their children. There are no schools for them; no one has time to do more than relieve their temporal wants, and the consequence is that many lapse into Mahomedanism, or lead lives which shock the professors of any religious belief. We are utterly helpless as to dealing with this evil; many cases have come under my notice in consequence of applications for pensions when husbands and fathers were killed during the mutiny, in which whole families of children, unable to speak a word of English, and utterly uninstructed, growing up in the city among Mahomedans and idolators, are learning all that is bad. The probable future of the girls especially is painful to contemplate.

IX. *From the Director of Public Instruction in the Punjab.*—The object should be to found schools in the Himalayas for the children of European and Eurasian residents in India of the poorer classes. If for 10 rupees or 15 rupees a month a child could be boarded, clothed, and really well educated at a good school in the hills, where he would live in a healthy instead of a debilitating climate, and would at all times associate with boys of his own class, instead of running wild among natives of the lowest order, where he would be brought up in a healthy moral atmosphere, and freed from the many pernicious influences which would be acting on his youthful mind elsewhere, I cannot imagine that there would be any lack of candidates for admission. In founding such a school we could not do better than take that admirable institution, the Lawrence Asylum at Sunawur for our model. It provides for the care and education of 500 children of soldiers, and what is now wanted is just such another asylum for the children of the poorer non-military classes. And by means

means of Government aid and private liberality, I should hope that the cost to the parents of each child at such an institution might be reduced to sums varying from 10 rupees to 15 rupees a month, according to circumstances. The prime object must be to raise by private donations and subscriptions the requisite funds for buildings capable of accommodating say 100 children, for with that number the experiment can be fairly made, and it will soon be evident how far the success attending it warrants its further extension. Considering that the object in view is directly to aid the hard-working classes of Government servants in educating their families, and indirectly to raise up a most efficient body of candidates for subordinate Government employ, it is pretty certain that Government aid will not be withheld; and if the nature of the school be once clearly defined, and the really useful and benevolent aim of its promoters be only properly understood, there seems every prospect of the project meeting with liberal support from the English public both in India and at home.

To these testimonies I may add an extract from the Report of the Select Committee on European Settlement and Colonisation in India, ordered by the House of Commons to be printed, 9th August 1859:—

"It has been suggested that asylums, like those founded by the lamented Sir Henry Lawrence, might be advantageously formed on the hills, where, in a climate like that of our own country, children might be trained with a special view to the practical improvement of India, and to the acquisition of a knowledge of the people and the country. Mechanics and practical agriculturists are much wanted in India. The planters state that young men acquainted with the Native languages are much required for their establishments. Thus educated, they might also be employed for extending the commerce and manufactures of Great Britain and Europe in the East."

The above extracts are quoted as going more or less into detail, but they are a very small number of the expressions of sympathy and promise of co-operation which I have received, either in writing or conversation, from persons whose judgment is of the greatest value. They are all from the letters of Government officers in the Punjaub or North-West; for although I have been strongly urged to try to establish a school for Bengal at Darjeeling, yet, as there are good schools in Calcutta, I thought that this object, however desirable, might be postponed till the wants of the Upper Provinces were in some degree supplied. The extracts prove three points in particular—(1) that the want of education is most real and pressing; (2) that it can only be supplied by the munificence of those who care for India; and (3) that there is abundance of secular employment open for well-educated persons in this country, while we might hope that some trained in a good school in the hills, and transferred in early manhood to the foundation of Bishop's College, might, in their turn, by God's blessing, become useful as schoolmasters and as ministers of the Anglo-Indian Church.

The want, to the reality of which such ample testimony is borne, was first brought to my notice before I arrived in my diocese, by letters from some of my clergy. It appeared that a proposal had been set on foot in 1857 by Mr. M'Leod, the Financial Commissioner of the Punjaub, for the establishment of a school at Lahore, and active steps were being taken for this object when the mutiny broke out, and the scheme was necessarily suspended; the very small amount of subscriptions actually collected for this school was subsequently handed over to me for a school in the hills.

Before the day of general thanksgiving for the suppression of the mutinies, 23rd July 1859, I issued a pastoral letter to the clergy of the diocese, proposing that a collection should be made in all English congregations on that day for the foundation of a public school at some station in the Himalayas, as a thank offering to Almighty God and permanent memorial of the great deliverance then commemorated. Accordingly a general collection was made, amounting to a total of rupees 35,000, including a munificent donation of rupees 10,000 from his Excellency the Viceroy, who has kindly expressed to me his warm interest in the scheme, to the collection, at the cathedral, Calcutta. This money has been invested in 5½ per cent. Government Securities in the name of the Bishop and Archdeacon of Calcutta for the time being, and is called the Indian Public Schools Fund. At the same time a great number of letters were sent to me promising support and donations as soon as a definite scheme should be drawn up and placed before the public. As soon, therefore, as the site of the school is fixed, I hope to send out another appeal for subscriptions in India.

When I arrived at Simla, after the incessant occupations of my visitation tour in the North-West and the Punjab, I at once turned my attention to the subject, and issued another circular to the civil authorities of these provinces, requesting information as to the rate of payment for schooling which could generally be expected from persons for whose benefit the scheme was intended, and a number of papers were kindly circulated in the different stations by the magistrates and deputy commissioners among the clerks and other residents. A few of these have put down their names as able to afford sums which would nearly defray the cost of a boy's board and education.* But the rates of payment generally mentioned are, 15, 12, 10, or even 6 rupees per mensem, and a large number have declined entering their names at all, either from attaching little value to the systematic education of their children, or from inability to pledge themselves on the subject.

From

* From such information as I can collect, a boy's board and education at Simla or Mussoorie in a school of 60 boys would cost from 30 rupees to 35 rupees per mensem. This would diminish as the number of boys increased.

From the facts and suggestions now collected, I think that the course of action which ought to be pursued, in hopes of gradually remedying the great and crying evil with which we have to deal, is tolerably plain—

First, we must endeavour to found one school at a central station in the Himalayas, probably either Simla or Mussoorie, with buildings and endowments provided by private liberality, and assisted, we may hope, by a Government Grant-in-aid,* so as to receive a certain number of children at a low rate of payment. The necessary school buildings must be erected entirely by donations, and the institution, in accordance with my pastoral letter to the clergy, will be directly connected with the thanksgiving day, and dedicated to God's service as a thank-offering for His mercy, by the erection of a chapel for the use of the scholars within the school precincts, in which the circumstances of its foundation will be recorded. The school should be placed under the direction of a small body of governors, partly official and partly elected. Among the official governors would be the Lieutenant-Governor, the Bishop and Archdeacon of Calcutta, and the Commissioner of the division. Should the Punjab or north-west be separated from the diocese of Calcutta, the Archdeacon would yield his seat among the governors to the bishop of the new see, the Bishop of Calcutta retaining his as Metropolitan of India. As soon as possible a girl's department should be added to the institution, as is the case in the Lawrence Asylum at Sunawur, and the whole should be placed under the care of a clergyman of the Church of England as principal. The education, of course should be as comprehensive as possible, with due reference to the wants and circumstances of the class for whose benefit the school is especially designed, viz., the uncovenanted servants of Government receiving small salaries, and others who cannot send their children to Europe.

Secondly, it will afterwards be desirable to found day schools of a humbler kind for the children of Christian residents in the great cities in the plains, for it is evident from some of the extracts above quoted, especially II. and VIII., that a hill school would not do all that is immediately required for the lowest and poorest class of Eurasians. Local efforts are now making to establish such schools at two of the largest cities in the Punjab, and the wants of Lucknow would be amply supplied by the noble Martiniére, if a girl's department were added to the boys' school there. But these schools could be maintained at a comparatively small cost, and probably a Diocesan Education Society would suffice for the purpose, to give stability and encouragement to attempts made in the cities themselves. From these schools, by means of scholarships, promising scholars could be drafted to the central Institution in the hills.

Thirdly, it is hoped that hereafter other schools might be founded at hill stations at two extremities of our empire; at Darjeeling probably and Muree, just as the Lawrence Asylums at Ootacamund, Murree, and Mount Aboo, are the daughters of Sir Henry's parent foundation at Sunawur.

But the second and third parts of the scheme need not yet be submitted to the public. At present our object is, with the aid of the nucleus already contributed on the thanksgiving day, to found one school as a beginning, to be at once a memorial of our great deliverance, and an earnest that by God's blessing we will try henceforth to train up in India children who shall be living members of Christ's Church, and fitted to do their duty both to Him and their country.

It may no doubt, be said in England that Europeans in India are numerous enough and rich enough to found such an Institution by their own unaided efforts; but it may be remembered that India is not a colony, almost independent of the mother country, which English settlers make their permanent home, but a province of the British empire, in which all Englishmen are as directly interested as those who are sent out for a time to administer the Government; that many in England owe as much to India personally, and are as closely connected with it as those who are actually living and working there; that the wealthier classes in this country are exposed to most heavy expenses for the education of their own children in England; and that in these days of high prices, financial deficits, and new taxes, their means are not what they were; and that the class for whom the school is specially designed are unable to pay the whole cost of their children's education at it, much less to contribute to its endowment. While, therefore, the obligation which rests upon us in India to do our utmost to help them is not denied, and will not be evaded, it is not unreasonable to hope that as aid has always been forthcoming in England for other India nobjects, it will not be refused for this, certainly not among the least pressing or important.

Donations for this object may be paid to

Any person or religious society contributing 200 *l.* might, if he pleases, direct it to be invested for the foundation of a scholarship, reducing the school expenses by 10 *l.* per annum. A donation of 300 *l.* would found one of 15 *l.* a year, and so on. Smaller donations may be made either to the building or to the endowment fund, or to be given generally, without specifying either, to be used for whichever object stands most in need of help.

G. E. L., Calcutta.

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* No promise of this has been given, nor can any be asked till the plan has assumed a more definite shape.

MINUTE by the Governor General, dated the 29th October, 1860.

Schools for European and Eurasian children in the hills.

I RECEIVED the accompanying paper from the Bishop of Calcutta in August last. It has been sent by his Lordship to England for circulation, and has probably reached the hands of the Secretary of State for India. It will be well that, without waiting for any reference from the home Government, the Government of India should give its opinion of the Bishop's scheme; for, if action is to be taken upon it by the Government, the sooner this is declared the better.

2. Of the want of some more extended and effectual means of education than at present exist for European and Eurasian children there can be no doubt. The necessity is shown in the extracts from letters quoted in the Bishop's statement, and it meets the eye of the traveller at almost every station, from Calcutta to Peshawur. Moreover, it is a necessity which is rapidly growing stronger. Besides the ordinary rate of increase in Eurasian births and in the births of European children in India (whatever that may be, for there are no means of ascertaining it accurately), there is the fact that the influx of Europeans into India is gradually becoming larger; and that with the augmentation of our English army and with the advancement of works of English enterprise, the births of English children, and of children of mixed marriages in India cannot fail to be enormously increased.

3. If measures for educating these children are not promptly and vigorously encouraged and aided by the Government, we shall soon find ourselves embarrassed in all large towns and stations with a floating population of Indianized English, loosely brought up and exhibiting most of the worst qualities of both races; whilst the Eurasian population, already so numerous, that the means of education offered to it are quite inadequate, will increase more rapidly than ever.

4. I can hardly imagine a more profitless unmanageable community than one so composed. It might be long before it would grow to what could be called a class dangerous to the State; but a very few years will make it, if neglected, a glaring reproach to the Government, and to the faith which it will, however ignorant and vicious, nominally profess. On the other hand, if cared for betimes, it will become a source of strength to British rule, and of usefulness to India.

5. The Eurasian class have an especial claim upon us. The presence of a British Government has called them into being; they serve the Government in many repects more efficiently than the natives can as yet serve it, and more cheaply and conveniently than Europeans can do so: and they are a class which, whilst it draws little or no support from its connection with England, is without that deep root in and hold of the soil of India from which our native public servants, through their families and relatives, derive advantage.

6. But the Government of India cannot undertake to provide education for either Europeans or Eurasians. It has other things to do, and it would not do that work well.

7. The missionaries cannot do it. Their task lies with those who are not Christians.

8. To wait till private enterprise shall supply schools of the kind required will be to wait indefinitely. It is only in very exceptional instances that teachers of good character and training will bring their talents to so uncertain and, in many respects, so discouraging a field of labour; and meanwhile, the evils of a dearth of education will be growing upon us. Moreover, no system sufficiently comprehensive and widely spread to meet our necessities can rest on the isolated efforts of individuals alone.

9. Therefore the case seems to be exactly one in which a system such as has been proposed by the Metropolitan of India may fitly be encouraged and aided liberally by the Government. It may be hoped that it will be supported by the British public in India and in England; but the principle of self-support should be carefully kept in view, to the fullest extent to which it may be attainable.

10. The scheme proposed by the Bishop of Calcutta in the accompanying paper is, so far as it goes, a thoroughly sound and practicable one. I say so far as it goes, because it does not profess to supply the wants of those Christian children who are not of the Church of England, and because, even as regards children who are of that church, or whose parents are willing to accept for them the teaching of the Church of England, it will not, as I understand, put education within the reach of the poorer of them until those whose families are more at ease shall have been provided with it.

11. His Lordship contemplates the establishment in the plains of schools of a humbler and cheaper class than those in the hills; but it is proposed that the former shall be day schools only, and that they shall be treated as a future and subsidiary step in the scheme.

12. I am strongly of opinion that schools in the plains should be provided as soon, at least, as schools in the hills. The expense of education at a hill school must, at the lowest, be beyond the means of a vast number of Eurasian families settled at the great provincial stations. The climate of the hills is not a necessity to Eurasian children; indeed it is held to be injurious to them, if at all weakly. A school of a lower class than that proposed for

the hills could, if placed at a well-chosen station in the plains, receive the day scholars of that station, and boarders from many other stations, on terms not too high for the earnings of their parents. I believe that the cost to boarders at such a school could be brought down to less than 10 rupees a month. Such a school might receive a European as well as Eurasian children; for, although the advantage of a hill climate would be wanting, the children would not be worse off in this respect than at their homes, where they would remain if the alternative of sending them to a hill school should be too expensive, which, in the cases of some European parents, it certainly would be. It would be an excellent measure to attach to such a school scholarships which should enable the boys obtaining them to continue their education at the higher class schools in the hills. But in any case I should be sorry to see the humbler and cheaper schools in the plains postponed to those in the hills. The error into which (as will be seen in the opinions quoted by the Bishop) we are most likely to fall, is that of constructing a scheme above the reach of those whom it is most necessary to benefit; and this being so, we ought not to begin to construct from the top only.

13. The suggestion that mechanics, the industrial arts, the practical horticulture and agriculture should be taught is very judicious. All of these may be taught in the climate of the hills, and much of them in that of the plains. Hitherto education has done little more for the Eurasians, than to turn them into clerks and copying machines.

14. I concur in the Bishop's opinion, that the first schools should be established in the North-western Provinces of the Punjab; and that the claims of Lower Bengal may be considered later.

15. As to the form and extent of the aid to be given by the Government of India, I recommend that it be as follows:—

That to the sum collected from private subscriptions as a building and foundation fund, an equal sum be added by the Government.

That from the opening of each school, it should receive a grant-in-aid to the fullest extent allowed by the rules.

That if the school be built where ground is at the disposal of Government, the ground be given.

That the head master of the school, if a clergyman, be placed on the footing of a Government chaplain in regard to pension.*

16. Other unforeseen modes of aid may prove advisable; but these appear to me to be all that can be prescribed beforehand.

17. In regard to the management of the schools, I have nothing to add to the bishop's proposal. If, as his Lordship suggests, certain Government officers be included, *ex-officio*, amongst the governors, I should not wish to see any further authority by the Government, as such, exercised in the management. Of course, as receiving a grant-in-aid, the schools would be subject to inspection by Government officers of the Educational Department.

18. I have said that the scheme does not profess to supply the wants of Christian children who are not of the Church of England. I did not mean to impute thereby any fault to the scheme. It is right and prudent that, in this case, nothing more should be aimed at than to meet those wants.

19. Recently, in the case of the new Lawrence asylum in the Neilgherries, the Government of India insisted, as a condition of its support, that the rules should be such as should admit Roman Catholic and other Christian children, as well as children of the Church of England. But that was the case of a charitable institution, founded for the children of soldiers, who are habitually taught in the same regimental schools without distinction of church, and dedicated to the memory of Sir Henry Lawrence, from whose large and generous views, as shown in the constitution of the original Lawrence asylum in the Himalayas, any departure would have been unpardonable.

20. The schools now contemplated are not charitable institutions; they are designed for the use of a class, the families composing which can supply abundance of scholars of the Church of England, and which, for the most part, would not willingly pay for the teaching of a school which was not essentially of that church. I have no doubt that an attempt to accommodate such schools to the teaching of children of all churches would lead to its failure.

21. But though the proposal of the Bishop goes to the full length which, in the circumstances described, as desirable, I am of opinion that the Government of India cannot with justice limit its support to these schools alone. The very large number of Eurasian Roman Catholics scattered through the Upper Provinces, and employed under the Government, and the not inconsiderable number of Presbyterians settled in the country, have their claims upon this Government as well as the members of the Church of England.

* Judging from the sum already collected by the Bishop in India, and in expectation of the success which, it may be hoped, will attend his lordship's appeal to England, these aids would probably suffice for the establishment of one school of the higher class in the hills, and one in the plains, of a lower class, but affiliated to it.

22. I recommend, therefore, that, besides grants-in-aid (which under certain rules may be claimed by any schools) assistance in the same form, and in the same proportion as have been proposed for the Church of England school, should be extended to any Roman Catholic or Presbyterian school which, with the same view, may be founded in the hills, and to any school of a lower class, connected with it which may be newly established in the plains.

23. I have written of schools to be established in Bengal only, because the Bishop's scheme applies only to Bengal and to the Himalayas. But if a scheme similar to that which his Lordship has proposed should be originated in Madras or Bombay, I recommend that the Government take the same part in supporting and executing it. I do not, however, think it advisable that such a scheme should emanate from the Government.

(signed) *Canning.*

DESPATCH to the Secretary of State, No. 24, dated 3rd November 1860.

IN the 23rd paragraph of the bishop's Annual Report, which was transmitted to you with our letter in the Ecclesiastical Department, No. 8, dated the 2nd of August, allusion was made to a design entertained by his Lordship of establishing a school in the hills for European and Eurasian boys, the children of clerks and others, whether employed in the service of Government or otherwise, and in the 10th paragraph of our reply, dated the 2nd idem (forwarded with the same letter), we intimated to his Lordship our cordial concurrence in the project.

2. We have now the honour to transmit, for your consideration, the enclosed copy of a statement by the Bishop, submitting a scheme for the establishment of such a school either at Simla or Mussoorie, with the Minutes which we have recorded upon it. We trust that the views which are expressed in the Governor General's Minute, as to the part to be taken by Government in promoting the general object which the Bishop has at heart, will meet with your approval.

DESPATCH from the Secretary of State, No. 3, dated 16 January 1861.

I HAVE considered in Council your letter dated 3rd November (No. 24) 1860, on the subject of a design entertained by the Bishop of Calcutta, for the establishment of a boarding school in the hills, and of day-schools at the several stations in the plains, for the children of Europeans and Eurasians of limited means, whether in the service of Government or otherwise.

2. I entirely concur in the sentiments expressed by the Bishop and your Government as to the great and increasing importance of some systematic measures being adopted for promoting the education of this class of children, and I agree with you that the object is one well deserving the encouragement and assistance of Government.

3. I entertain no doubt of the great advantage to be expected from the establishment of the proposed institution in the hills, in which the European and Eurasian children of the non-military classes will enjoy the benefits which have already been extended to the children of soldiers of European origin in the Lawrence Asylums; and, with the exception of the proposal as to the head master's pension, I approve the manner in which you propose that the assistance of Government shall be afforded to the institution. If it is intended that the pension of the head master, "on the footing of a Government chaplain," shall be paid by Government, I cannot sanction the proposal, a similar recommendation regarding the Principal of the Lawrence Asylum having already been negatived, although that institution, unlike the proposed school, has been formally taken over as a Government institution.

4. I concur in your remarks as to the inexpediency of delaying the formation of the proposed small station schools in the plains; and the suggested establishment of a central school in the plains, of a lower order than that proposed for the hills, will no doubt receive every consideration from the Bishop and those associated with him in this laudable undertaking.

5. I approve the intention expressed in the concluding paragraphs of the Minute of the Governor General, as to the assistance to be given to schools for the children (when they are sufficiently numerous) of those Europeans and Eurasians who are not members of the Church of England; and I agree with his Lordship that, if any measures are taken in the Madras and Bombay Presidencies for establishing schools for European and Eurasian children, the same support and assistance should be rendered to the movement as has been sanctioned for Bengal.

C. Wood.

EAST INDIA (EDUCATION).

COPY of REPORT by Sir *A. Grant*, Director of Public Instruction at *Bombay*, on the NOTE of Mr. *A. Monteath*, on the State of EDUCATION in *India*.

(*Sir Stafford Northcote.*)

Ordered, by The House of Commons, *to be Printed*,
4 *May* 1868.

[*Price* 1 *s.* 6 *d.*]

EAST INDIA (EDUCATION).

RETURN to an Address of the Honourable The House of Commons, dated 16 June 1870;—*for*,

"COPIES of all REPORTS showing the Progress of EDUCATION in *India* since the Year 1866."

"And, of all CORRESPONDENCE between the Government of *India* and the Secretary of State thereon."

India Office,
22 July 1870.

H. L. ANDERSON,
Secretary Educational Department.

(*Mr. Kinnaird.*)

Ordered, by The House of Commons, *to be Printed*,
29 *July* 1870.

LIST OF CONTENTS.

Date.	Document.	Subject.	
26 March 1866 -	Despatch from Government of Madras to Secretary of State for India.	Establishment of a Government School at Trichinopoly.	
16 July „ -	Despatch from Secretary of State to the Government of Madras.	ditto - - ditto - - - -	
3 July „ -	Dissent to the above Despatch by Sir G. Clerk.	ditto - - ditto - - - -	
23 July „ -	Ditto by Sir E. Perry - - - - -	ditto - - ditto - - - -	
2 & 9 June 1868	Despatch from the Government of India to the Secretary of State.	Note on the state of Education in India 1866-67, by Mr. A.P. Howell.	3 to
28 Oct. 1868 -	Despatch from the Secretary of State to the Government of India.	ditto - - ditto - - - -	29
7 July „ -	Despatch from the Government of India to the Secretary of State.	Scholarships for the encouragement of natives of India to resort more freely to England for education.	292
22 Sept. „ -	Despatch from the Secretary of State to the Government of India.	ditto - - ditto - - - -	294
18 Sept. and 1 and 17 Oct. 1868.	Despatches from the Government of India to the Secretary of State.	ditto - - ditto - - - -	294 to 3
8 April 1869 -	Despatch from the Secretary of State to the Government of India.	ditto - - ditto - - - -	306
19 May „ -	Despatch from the Government of India to the Secretary of State.	ditto - - ditto - - - -	308
15 July „ -	Despatch from the Secretary of State to the Government of India.	ditto - - ditto - - - -	308
25 Jan. 1870 -	Despatch from the Government of India to the Secretary of State.	ditto - - ditto - - - -	309
31 March „ -	Despatch from the Secretary of State to the Government of India.	ditto - - ditto - - - -	310
10 June 1869 -	Despatch from the Government of India to the Secretary of State.	Establishment of an University at Lahore.	311 to 37
5 Aug. „ -	Despatch from the Secretary of State to the Government of India.	ditto - - ditto - - - -	371
2 Oct. 1868 -	Despatch from the Government of Bombay to the Secretary of State.	Bombay Educational Report for 1867-68. (The Appendices referred to in the Report are not included.)	372 to 39
11 Sept. 1869 -	Despatch from the Secretary of State to the Government of Bombay.	ditto - - ditto - - - -	398
1 June „ -	Despatch from the Government of Madras to the Secretary of State.	Madras Educational Report for 1867-68. (The Appendices referred to in the Report are not included.)	400 to 431
17 Feb. 1870 -	Despatch from the Secretary of State to the Government of Madras.	ditto - - ditto - - - -	432
16 Feb. „ -	Dissent to same by Sir G. Clerk - - -	ditto - - ditto - - - -	432
	Bengal Educational Report for 1867-68 - (The Appendices therein referred to are not included.)	- - - - - - - -	436 to 466
18 Oct. 1869 -	Despatch from the Government of India to the Secretary of State.	Proposed reduction of Educational expenditure.	466
14 Dec. „ -	Despatch from the Secretary of State to the Government of India.	ditto - - ditto - - - -	472
8 Feb. 1870 -	Despatch from the Government of India to the Secretary of State.	ditto - - ditto - - - -	473
26 May „ -	Despatch from the Secretary of State to the Government of India.	ditto - - ditto - - - -	477

LIST OF CONTENTS—*continued.*

Date.	Document.	Subject.	Page.
c. 1869 -	Despatch from the Government of India to the Secretary of State.	Proposed Levy of a Road and Educational Cess.	481 to 545
ay 1870 -	Despatch from the Secretary of State to the Government of India.	- - - ditto - - - -	546
ay „ -	Dissent to the above Despatch by Elliot Macnaughten, Esq.	- - - - - - - -	554
ay „ -	Ditto by Sir E. Perry - - - -	- - - - - - - -	554
May „ -	Ditto by Sir F. Currie - - - -	- - - - - - - -	556
May „ -	Ditto by Sir H. C. Montgomery - -	- - - - - - - -	557
May „ -	Ditto by H. T. Prinsep, Esq. - - -	- - - - - - - -	558
May „ -	Ditto by R. D. Mangles, Esq. - - -	- - - - - - - -	561
May „ -	Ditto by Sir F. J. Halliday - - -	- - - - - - - -	563
Feb. „ -	Despatch from the Government of India to the Secretary of State.	- - - - - - - -	566
May „ -	Despatch from the Secretary of State to the Government of India.	- - - - - - - -	571

COPIES of all REPORTS showing the Progress of EDUCATION in *India* since the Year 1866:—and, of all CORRESPONDENCE between the Government of *India* and the Secretary of State thereon.

EDUCATIONAL LETTER from Fort Saint George, dated 26th March, No. 1, of 1866.

IN furnishing a copy of your Despatch of the 9th March 1865, No. 1, to the Director of Public Instruction, we requested him to carry out the instructions contained in paragraph 6, viz., to announce to those gentlemen who had applied for the establishment of a Government School at Trichinopoly that should they be prepared to take steps for the foundation of a school, to be managed like that of Tinnevelly by some of their own community, for the purpose of affording education of a superior character to the youth of the place, they might rely on receiving from Government a liberal grant in aid of their undertaking.

2. We have now the honour to forward a copy of a letter on the subject from the Director, together with its enclosure, from which it will be seen that the Native community of Trichinopoly decline to establish a school for themselves. Proceedi 26 Marc Nos. 49

3. In reply to Mr. Powell's further reference on the question of establishing a Government Zillah School at that station, we informed him, that for the reasons assigned in our proceedings of the 26th October 1864, paragraph 5, we were not prepared to sanction the measure. We have therefore given directions for the refund of the subscriptions raised in 1863 by the Native community towards the erection of a building for that purpose.

PROCEEDINGS of the Madras Government, Educational Department, 26th March 1866, referred to in foregoing Despatch.

(No. 49.)

Read the following letter from the Director of Public Instruction, to the Chief Secretary to Government, Fort Saint George; dated Madras, 2nd November 1865, No. 2308.

REFERRING to Order of Government, No. 94, of the 19th April last, I have the honour to submit a letter, dated the 27th ultimo, from the principal subscribers to the proposed Zillah School-house at Trichinopoly.

1. It will be seen that the Native community of Trichinopoly decline establishing a school for themselves, as suggested by the Right Honourable the Secretary of State for India, in his Despatch, No. 1, of the 9th March 1865, and desire to have their subscriptions refunded to them. I request that Government will be pleased to issue an order in regard to returning the subscriptions; and I beg to remark that the only objection I see to the refund is that the question of establishing a Zillah School does not appear to me to be disposed of, since Sir Charles Wood, in paragraph 6 of his Despatch, desires to have a further report upon the willingness of the Native community to adopt the plan suggested by him. If it be finally decided that a Zillah School is not to be established at Trichinopoly, the subscriptions will then, of course, have to be returned, as they were raised solely on the understanding that a Zillah School would be set on foot.

2. I have to observe, in conclusion, that the delay which has taken place in carrying out Order of Government, No. 94, attaches entirely to the subscribers, who have been extremely slow in coming to a decision. These gentlemen were addressed by me, first, on the 22nd April last, again on the 28th July, and lastly on the 6th ultimo.

From *C. Bauloo Moodelly*, and others, Trichinopoly, to the Director of Public Instruction; dated Trichinopoly, 27th October 1865.

ON the receipt of your letter, No. 917, dated the 22nd of April last, we employed ourselves in communicating to others interested the views of the Secretary of State for India, and ascertaining their wishes in the matter.

2. After due deliberation, we find it decidedly impracticable, from various inconveniences, to undertake the establishment of a school in the manner pointed out in paragraph 6 of the Right Honourable Sir C. Wood's Despatch, favoured with your communication under reply.

3. All that we have asked, and still ask for is, as already expressed, a Zillah School on the same footing as that at Chittoor, and all that we are able to afford in furtherance of this project is the sum of 2,000 rupees already paid into the Treasury; beyond this sum, we beg to assure you, no more aid can be had from us. Should the higher authorities decline to grant our prayer, we request you will be pleased to issue the necessary orders to refund to us the above said sum.

(No. 50.)

Order thereon, 26th March 1866, No. 85.

For the reasons assigned in their proceedings of the 26th October 1864, No. 324, paragraph 5, the Government are not prepared to sanction the establishment of a Zillah School at Trichinopoly. The subscriptions, therefore, raised by the Native community in 1863, towards the erection of a building for that purpose, must be refunded.

(Educational, No. 2.)

To His Excellency the Honourable the Governor in Council, Fort St. George.

My Lord, India Office, London, 16 July 1866.

I have considered in Council the letter dated 26th March (No. 1) 1866, reporting the result of the announcement regarding the establishment of a school on the grant in aid principle, made to those Native gentlemen at Trichinopoly who had applied for the establishment of a Government Zillah School at that place; and under the circumstances, I approve the decision passed by your Government on the subject.

I have, &c.
(signed) *Cranborne.*

Dissent by Sir *George Clerk.*

I regret that I am unable to concur in the decision of the majority of the Council in this case.

In a dissent recorded on a former occasion (18th July 1864), I stated the reasons that led me to regard as erroneous, and in contravention of the instructions contained in the Educational Despatch of 1854, those views which now seem to suggest the approval of the resolution of the Madras Government.

I also dissent from the present decision:—

Because the Madras Government, in forwarding copy of the letter received from the Director of Public Instruction, has not candidly stated the case, when merely remarking that "it will be seen that the Native community at Trichinopoly decline to establish a school for themselves," and that accordingly their subscriptions have been returned.

Because what is really said by the subscribers is, "We find it decidedly impracticable, from various inconveniences, to undertake the establishment of a school in the manner pointed out in the 6th paragraph of the Right Honourable Sir C. Wood's Despatch," adding that, "all we have asked, and still ask for is, as already expressed, a zillah school on the same footing as that at Chittoor."

Because the Madras Government thus neglect to notice the demur of the Director of Public Instruction, who, in submitting his report, observes, "The only objection I see to the refund" (of 2,000 rupees subscribed for the purpose by the inhabitants in 1863), "is that the question of establishing a zillah school does not appear to me to be disposed of, since Sir Charles Wood, in paragraph 6 of his Despatch, desires to have a further report on the willingness of the Native community to adopt the plan suggested by him."

Because in dealing with a people so discerning as our Native subjects in India, disingenuous measures will always fail to carry with us the influential classes.

Because

Because history shows that, even under foreign rule, India could exhibit a full treasury and an industrious contented people, and we cannot succeed in attaining these important ends of Government, while opposing, for proselytising objects, the reasonable requests of our Native subjects in matters of vital moment to them.

3 July 1866. (signed) *George Clerk.*

DISSENT by Sir *E. Perry.*

I ALSO dissent from the decision in this case, as the effect of it is to compel the inhabitants of this large town either to send their sons to a mission school, which they dislike, and which is not equal to a Government zillah school, or to have no school at all.

For it is not sound to argue they may, if they choose, establish a school of their own, and then get a grant in aid. This is easy enough for missionaries, or for educated Natives who are acquainted with the operations of grant in aid schools. But it is not easy for a town like this, wholly inexperienced in the matter, to establish such a school, and we find by their refusal, that there are practical obstructions in the way.

23 July 1866. (signed) *E. Perry.*

(No. 7 of 1868.)

Government of India.—Home Department.—Education.

To the Right Honourable Sir *Stafford H. Northcote,* Bart., Her Majesty's Secretary of State for India.

Sir, Simla, 2 June 1868.

WE transmit for your information 25 copies of a "Note on the State of Education in India for 1866-67," prepared under our orders by Mr. A. P. Howell, Under Secretary in this Department, together with a Minute* thereon, recorded by our honourable colleague, Mr. G. N. Taylor.

* Dated 7 April 1868.

2. We also enclose a copy of the documents cited on the margin, on the subject of providing, from local sources, the means of elementary education for the agricultural classes in the Lower Provinc of Bengal and in Madras.

Home Department Resolutions, dated 30 April 1868.
Letter to Bengal, No. 237, dated 25 April 1868.
Letter to Madras, No. 292, dated 27 May 1868.

We have, &c.

(signed) *John Lawrence.*
W. R. Mansfield.
G. N. Taylor.
H. M. Durand.
H. S. Maine.
John Strachey.
Richard Temple.

SELECTIONS from the RECORDS of the GOVERNMENT OF INDIA, Home Department.

No. LXVII.

NOTE on the State of EDUCATION IN INDIA during 1866-67.

By *A. P. Howell*, Esq., Under Secretary to the Government of India.

TABLE OF CONTENTS.

PART I.

	Paragraphs.
Introduction	1
General Statistics	2
Principles of State Education in India	3
Results shown in Statistical Tables examined	4
First Noticeable Point—Development of Education since 1854	5
Second Noticeable Point—Magnitude of the task	6
Basis of Grant-in-Aid system explained	7
Financial aspect of the Educational question	8
Claims advanced by Directors of Public Instruction in Bengal and Bombay	9 & 10
Future Annual Grants to Education	11
Local Agency	12
Theory of Downward Filtration of Education	13
Third Noticeable Point—Statistics of Lower Class Schools	14
What has been done for Elementary Education by Local Cesses	15
Principle of Local Cesses	16 to 19
Local Cess in Bombay and in Scind	20 to 30
Local Rate in Madras	31 to 36
Local Cess in the North Western Provinces	37 to 40
„ Punjab	41 & 42
„ Oude	43 to 49
„ Central Provinces	50 to 53
Elementary Education in British Burmah, Hyderabad, Assigned Districts, Mysore, and Coorg	54
Elementary Education in Bengal	55 to 69
Concluding Remarks on the several Systems of Elementary Education, and on the difficulty in Bengal	70 to 72
Fourth Noticeable Point—Statistics of Female Education:	
Female Education in Bengal	73 & 74
„ Bombay	75
„ Madras	76
„ North Western Provinces	77 & 78
„ Punjab	79
„ Oude	80
„ Central Provinces	81
„ British Burmah, Mysore, and Coorg	82
„ Hyderabad Assigned Districts	83
Summary of Results of Female Education	84 & 85
General Remarks on Statistical Tables	86
On the Universities	87 & 88
General Remarks on Statistical Tables continued	89
Bengal	90 to 97
Bombay	98
Madras	99
North Western Provinces	100
Punjab	101 & 102
Oude and Central Provinces	103
Hyderabad Assigned Districts and British Burmah	104
Important Events of the Year	105 & 106
Conclusion	107 & 108

PART II.

	Page.
Extracts from Report of Syndicate of the Calcutta University for 1866-67	58
Extracts from Report of Syndicate of the Bombay University for 1866-67	61
Extracts from the Report of the Director of Public Instruction in—	
Bengal	63
Bombay	82
Madras	97
North Western Provinces	111
Extracts from the Report of the Director of Public Instruction in—	
Punjab	128
Oude	141
Central Provinces	155
Coorg	161
Extracts from Annual Administration Report of—	
British Burmah	162
Hyderabad Assigned Districts	163
Mysore	165

PART III.

Important Correspondence of the Government of India on the subject of Education during the Year 1866-67—

	Page.
Branch Schools in the Punjab	167
Transfer to Imperial Funds of Charges debitable to Local Cesses	169
Increase of Teachers' Staff to be met from Fee-receipts	169
Admission of Native Christians into Schools founded under Lord Canning's Minute of 1860	170
Aid to Zillah School Buildings	170
Assignments to Schools founded under Lord Canning's Minute of 1860	171
Necessity of enforcing Fee-rates in Zillah Schools	171
Right of pre-emption of School Buildings	172
Senior Scholarships in Lower Provinces	173
Female Education in Bombay	176
Additional Educational Grant to Central Provinces refused	181
Improvement of Educational Department in Bombay	182
Alterations in the Arts Regulations of the Calcutta University	192
Working of the Grant-in-Aid Rules in Madras	193
„ „ in Bombay	253
Scholarships in Colleges in the Punjab	267
Gilchrist Trust Scholarships	280

NOTE on the State of EDUCATION in INDIA, during 1866-67.

THE object of this Note is to give a *résumé* of the state of education in India in 1866-67, compiled from the Annual Reports of the several provinces, and showing the most notable educational facts of the year. It will also contain an Appendix of all the more important correspondence of the Government of India on the same subject during the period under review. The Note is intended to be, as far as possible, complete in itself, but it presupposes an acquaintance with the similar compilation prepared in the Home Department for 1865-66, and circulated as No. 54 of the Government selections. In that compilation some account of the principal educational institutions in India was given, and it would be to no purpose to recapitulate here what is merely historical. Introduction.

2. The three Tables * annexed will show roughly, and in a comprehensive way,—1, the state of education in India in 1866-67; 2, the cost of educational operations; and, 3, the agency in each province by which these operations are supervised. General statistics.

No. I.

EDUCATIONAL STATISTICS for 1866-67.

1.	2.	3.	4.	5. COLLEGES.			6. GOVERNMENT SCHOOLS.						7. AIDED SCHOOLS.						8.	9. PUPILS.								10.	11.
PRESIDENCY or PROVINCE.	Area in Square Miles.	Estimated Population.	University.	Government: For General Education.	Government: For Special Education.	Aided Colleges.	Upper.	Middle.	Lower.	Female.	Special.	TOTAL.	Upper.	Middle.	Lower.	Female.	Special.	TOTAL.	Total Colleges and Schools.	Colleges: Government.	Colleges: Aided.	Government Schools.	Aided Schools.	Female Schools, Government.	Female Schools, Aided.	Special Schools, Government.	Special Schools, Aided.	TOTAL.	Proportion of Schools and Colleges to Square Miles, One in so many Square Miles.	Proportion of Pupils to Population, one in
Bengal - -	217,331	37,789,430	1	8	8	6	46	127	84	1	32	290	78	987	1,269	257	5	2,596	2,908	1,254	325	19,635	85,414	55	6,168	1,362	972	115,185	74·7	328·
Bombay - -	137,743	15,775,113	1	2	3	-	9	191	1,357	61	8	1,626	6	13	23	12	2	56	1,687	364	-	104,178	4,954	1,935	1,193	278	143	113,045	81·6	139·5
Madras - -	104,438	28,276,256	1	2	4	1	14	68	14	-	10	106	16	212	971	75	5	1,279	1,391	185	151	8,042	35,205	-	3,109	1,558	616	48,866	75·07	578·6
North Western Provinces.	81,378	30,261,641	-	3	2	-	5	2	3,467	479	8	3,961	4	121	47	68	2	242	4,208	448	-	124,35	16,000	3,981	2,239	423	87	152,533	19·3	198·3
Punjab - -	100,406	15,166,157	-	2	-	1	24	82	1,660	296	7	2,069	21	73	2	651	4	751	2,823	31	10	70,27	6,553	6,198	14,243	279	107	97,698	35·5	155·2
Oude - -	20,243	8,326,647	-	-	-	-	10	34	264	6	2	316	4	16	38	12	-	70	386		-	11,033	3,416	81	327	293	-	15,154	52·4	549·5
Central Provinces.	104,222	8,659,697	-	-	-	-	1	24	658	130	6	819	1	7	249	-	-	257	1,076	-	-	33,751	20,621	3,621	-	144	-	58,137	96·8	148.9
British Burmah	67,292	2,129,501	-	-	-	-	4	-	-	-	-	4	-	2	238	4	-	244	248	-	-	440	6,658	-	501	-	-	7,599	271·8	280·1
Hyderabad -	17,334	1,536,047	-	-	-	-	2	23	122	-	-	147	-	-	-	-	-	-	147	-	-	6,644	-	-	-	-	-	6,644	117·8	238·7
Mysore - -	27,003	3,900,735	-	-	-	-	7	8	38	-	2	55	4	8	16	8	-	36	91	-	-	2,974	2,929	-	569	63	-	6,535	296·7	597·6
Coorg - -	1,800	118,100	-	-	-	-	1	-	24	-	-	25	-	-	-	-	-	-	25	-	-	946	-	-	-	-	-	946	72·	124·8

* In the preparation of Tables, and for much explanatory information, I am indebted to the several Directors of Public Instruction, whose courtesy I beg gratefully o acknowledge.

No. 2.

Educational Statistics for 1866–67—(11 Months).

1. PRESIDENCY or PROVINCE.	2. Expenditure from Imperial Funds.	3. Expenditure from Local Sources.		4. Total Expenditure on Education.	5. Analysis of Expenditure.				9.	10.	11. Average Annual Cost to State per Pupil.				12. Total Annual Average Cost per Pupil under Instruction.		
		Local Funds.	Private Expenditure.		Direction and Inspection.	Instruction including all Charges not included in Column 5.	Imperial Expenditure on Government Colleges and Schools.	Grants-in-aid, including Payments by Results.	Per-centage of Column 7 on Column 2.	Per-centage of Column 8 on Column 2.	Colleges. Government.	Colleges. Aided.	Government Schools.	Aided Schools.	To Government.	To other Funds.	Total Average Cost.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Bengal	13,35,762	4,96,708	4,08,221	22,90,691	2,27,010	20,63,681	6,98,844	3,32,183	50·43	23·97	219·9	64·	20·	3·3	12·	7·8	19·8
Bombay	9,16,678	6,01,629	Not given.	15,18,307	1,64,105	13,54,202	4,63,572	70,682	50·5	7·7	181·2	–	3·7	3·1	8·1	5·3	13·4
Madras	6,16,074	1,16,090	,,	7,32,164	1,23,495	6,08,669	3,10,911	1,21,271	50·4	19·6	236·1	32·08	27·9	2·9	12·6	2·3	14·9
North Western Provinces	7,74,009	4,57,286	,,	12,31,295	1,78,299	10,52,996	2,51,275	1,36,968	32·4	17·8	311·7	–	1·8	7·4	5·07	3·	8·07
Punjab	5,62,654	2,84,847	1,01,562	9,49,063	2,01,432	7,47,631	2,36,376	1,36,252	42·01	24·2	1211·5	554·6	2·5	6·1	5·7	3·9	9·6
Oude	1,54,678	87,623	Not given.	2,42,301	35,408	2,06,893	59,911	41,779	38·7	27·01	–	–	5·2	11·1	10·2	5·7	15·9
Central Provinces	1,56,462	2,34,269	,,	3,90,731	70,884	3,19,847	70,030	18,036	44·7	14·1	–	–	1·8	0·8	2·6	4·02	6·7
British Burmah	No returns sent in for 1866–67.				—	—	—	—	—	—	—	—	—	—	—	—	—
Hyderabad	84,246	–	–	84,246	18,579	65,667	65,667	–	77·9	–	–	–	9·8	–	12·6	–	12·6
Mysore	1,20,203	30,610	Not given.	1,50,813	25,031	95,172	52,758	23,228	43·8	23·3	–	–	12·3	8·07	18·3	4·7	23·
Coorg	12,276	220	,,	12,496	1,100	11,396	11,176	–	91·7	–	–	–	11·8	–	12·9	0·2	13·2

"It may be explained generally that the figures under the head "Local Funds" represent money received and administered by Government Officers or Educational Committees, but derived from local sources such as educational cesses, school fees, private endowments, subscriptions, &c. The figures given under the head of "Private Expenditure" may be said generally to represent the expenditure from private sources on private schools, which are under the inspection of Government Officers. The amount shown under this head must be more or less approximate, and probably considerably below the real amount, and there is, of course, a considerable amount of private expenditure on education, which never comes under the cognisance of Government, as, for instance, expenditure on schools which are neither aided nor inspected by Government, and with the accounts of which the Government has nothing to do." (Paragraph 28, Note on Education, 1865–66).

In Bengal there is no educational cess, and the expenditure here shown from local funds is composed entirety of money received from school fees, endowments, and subscriptions, &c. This should be borne in mind in comparing Bengal expenditure from local funds with similar expenditure in other provinces.

No. 3.—Supervising Agency.

Educational Statistics for 1866–67 (12 Months).

1. Number.	2. PROVINCES.	3. Directors, and Salary per Mensem.	4. Salary per Annum.	5. Number of Inspectors and Deputy Inspectors, and Salaries per Mensem.	6. Total Salaries per Annum of Inspectors and Deputy Inspectors.	7. Total Subsidiary Charges of Direction and Inspection.	8. Total. Number of Officers.	8. Total. Cost per Annum.
		Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.		Rs. a. p.
1	Bengal	1 on 2,250 – –	27,000 – –	7 Inspectors on – – – 5,369 9 4 69 Deputy Inspectors on – – 6,250 – –				
				76 Total – – – 11,619 9 4	1,39,435 – –	78,303 – –	77	2,39,738 – –
2	Bombay	1 on 2,500 – –	30,000 – –	4 Inspectors on – – – 2,550 – – 23 Deputy and Assistant ditto on – 2,983 – –				
				27 Total – – – 5,833 – –	69,996 – –	59,574 – –	28	1,59,570 – –
3	Madras	1 on 2,000 – –	24,000 – –	5 Inspectors on – – – 3,900 – – 17 Deputy Inspectors on – – 2,430 – –				
				22 Total – – – 6,330 – –	75,960 – –	46,426 – –	23	1,46,386 – –
4	North Western Provinces	1 on 2,000 – –	24,000 – –	5 Inspectors on – – – 2,250 – – 3 Joint Inspectors on – – 1,500 – – 31 Deputy – – – – 2,940 – – 68 Sub-Deputy Inspectors on – 2,650 – –				
				107 Total – – – 9,340 – –	1,12,080 – –	67,392 – –	108	2,03,472 – –
5	Punjab	1 on 1,500 – –	18,000 – –	4 Inspectors on – – – 2,550 – – 4 Deputy Inspectors on – – 380 – –				
				8 Total – – – 2,930 – –	35,160 – –	38,886 – –	9	92,046 – –
6	Oude	1 on 900 – –	10,800 – –	2 Inspectors on – – – 900 – – 7 Deputy Inspectors on – – 625 – –				
				9 Total – – – 1,525 – –	18,300 – –	16,280 – –	10	45,380 – –
7	Central Provinces	1 on 1,000 – –	12,000 – –	3 Inspectors on – – – 1,900 – – 18 Deputy Inspectors on – – 1,710 – –				
				21 Total – – – 3,610 – –	43,320 – –	18,976 – –	22	74,296 – –
8	British Burmah	1 on 916 10 8	11,000 – –	1 Inspector on – – – – 83 5 4	1,000 – –	2,000 – –	2	14,000 – –
9	Hyderabad	1 on 1,000 – –	12,000 – –	1 Assistant to Director on – – 750 – –	9,000 – –	5,400 – –	2	26,400 – –
10 11	Mysore Coorg	1 on 900 – –	10,800 – –	1 Inspector on – – – – 500 – – 1 Deputy Inspector on – – 300 – – 2 Sub-Deputy Inspectors on – 60 – –	10,320 – –	2,800 – –	5	23,920 – –
				4 Total – – – 860 – –				

This mass of figures will be perused to very little purpose unless some clue be given to their significance, and some test and standard be applied to the comparative value of the results which they contain. Before proceeding, therefore, to illustrate these tables by compilations from the reports of the several provinces, it may be as well to give, as briefly as possible, a summary of the principles upon which the action of the State in education in India is based; and the extent to which these principles are carried out in the results will be some test of the value of the results themselves.

3. The Indian Educational Code is contained in the Despatches of the Home Government of 1854 and 1859. The main object of the former Despatch is to divert the efforts of the Government from the education of the higher classes upon whom they had up to that date been too exclusively directed, and to turn them to the wider diffusion of education among all classes of the people, and especially to the provision of primary instruction for the masses. Such instruction is to be provided by the direct instrumentality of Government, and a compulsory rate, levied under the direct authority of Government, is pointed out as the best means of obtaining funds for the purpose. The system must be extended upwards by the establishment of Government schools as models, to be superseded gradually by schools supported on the grant-in-aid principle. This principle is to be of perfect religious neutrality, defined in regular rules adapted to the circumstances of each province, and clearly and publicly placed before the natives of India. Schools, whether purely Government institutions or aided, in all of which (excepting Normal schools) the payment of some fee, however small, is to be the rule, are to be in regular gradation from those which give the humblest elementary instruction to the highest colleges, and the best pupils of one grade are to climb through the other grades by means of scholarships obtained in the lower school and tenable in the higher. To provide masters, Normal schools are to be established in each province, and moderate allowances given for the support of those who possess an aptness for teaching and are willing to devote themselves to the profession of schoolmasters. By this means it is hoped that, at no distant period, institutions may be in operation in all the presidencies calculated to supply masters for all classes of schools, and thus in time greatly to limit, if not altogether to obviate, the necessity of recruiting the educational service by means of engagements made in England. The medium of education is to be the vernacular languages of India, into which the best elementary treatises in English should be translated. Such translations are to be advertised for, and liberally rewarded by Government as the means of enriching vernacular literature. While, therefore, the vernacular languages are on no account to be neglected, the English language may be taught where there is a demand for it, but the English language is not to be substituted for the vernacular dialects of the country. The existing institutions for the study of the classical languages of India are to be maintained, and respect is to be paid to the hereditary veneration which they command. Female education is to receive the frank and cordial support of Government, as by it a far greater proportional impulse is imparted to the educational and moral tone of the people, than by the education of men. In addition to the Government and aided colleges and schools for general education, special institutions for imparting special education in law, medicine, enginering, art, and agriculture* are to receive in every province the direct aid and encouragement of Government. The agency by which this system of education is to be carried out is a director in each province, assisted by a competent staff of inspectors, care being taken that the cost of control shall be kept in fair proportion to the cost of direct measures of instruction. To complete the system in each presidency, a university is to be established, on the model of the London University, at each of the three presidency towns. These universities not to be themselves places of education, but they are to test the value of the education given elsewhere; they are to pass every student of ordinary ability education

Outlines of the theory of State education in India.

Paras. 2, 10, 39, and 40.

Para. 41.

Para. 50 of 1859.

Para. 51.

Para. 61.

Para. 62.

Para. 57.

Para. 54.

Paras. 47 to 63.

Paras. 65 to 67.

Para. 23 of 1859.

Para. 44 of 1859.

Paras. 11, 15, 70.

ara. 83.

Paras. 79 to 81.

Paras. 17 and 18.

Para. 40 of 1859.

Paras 24 to 36.

* Great stress is laid on this point:—"We have also perceived with satisfaction that the attention of the Council of Education in Calcutta has been lately directed to the subject of attaching to each Zillah school the means of teaching practical agriculture; for there is, as Dr. Mouat most truly observes, no single advantage that could be afforded to the vast rural population of India that would equal the introduction of an improved system of agriculture." Para. 81.

Para. 29. Para. 98. Para. 41.

who has fairly profited by the curriculum of school and college study which he has passed through, the standard required being such as to command respect without discouraging the efforts of deserving students. Education is to be aided and supported by the principal officials in every district, and is to receive, besides, the direct encouragement of the State by the opening of Government appointments to those who have received a good education, irrespective of the place or manner in which it may have been acquired; and in the lower situations, by preferring a man who can read and write, and is equally eligible in other respects, to one who cannot.

Results shown in statistical tables examined.

4. Such being the outlines of the theory of education in India, a more definite opinion can now be formed of the value of the practical results shown in the tables above.

It should be here noted, that when the Despatch of 1854 was written, there were of course no universities in India, and no educational departments; there were only 14 Government colleges for general education; elementary vernacular education had only been attempted with any degree of success in the North Western Provinces and Bombay; there were no Grant-in-aid Rules; the total number of pupils in all the Government colleges and higher and lower schools together*—in Bengal was 13,822; in the North Western Provinces, 8,508; in Madras, 3,380; and in Bombay, about 14,000; there were no Normal schools; female education had not been attempted by the State at all, and the total annual grant for education in all India was 98,721 *l.*

Para. 8 of 1859.

First noticeable point—development of education.

5. The first and the most striking fact, therefore, which the tables will disclose is the very extraordinary development of education in the last 12 years, which have given to every Province the complete educational agency, and to the older Provinces the machinery described above.

Second noticeable point—magnitude of the task imposed on the State. Paragraph 48 of Despatch of 1854.

6. The next point that will strike us is the gigantic nature of the task imposed upon the Government by the enormous area and the vast population of this country. Notwithstanding the development of the last 12 years, the remark made in 1854 seems almost equally applicable now, "that the efforts of "the State have reached but an insignificant number of those who are of a "proper age to receive school instruction."

This point is not sufficiently recognised in the many applications for increased expenditure which are annually made. It is no uncommon thing for educational projects to be submitted for sanction which receive ready approval in themselves, but which are finally negatived on the ground that the funds at the disposal of Government are limited, and that the educational department in the particular Province in behalf of which the application is made, has no pre-eminent or special claim to them. The particular item in which the largest demands are made upon the Imperial Exchequer is in the extension of the grant-in-aid system. In Lower Bengal alone the demand for grants-in-aid has increased, during the last five years, from 1,42,284 rupees to 4,25,000 rupees, and the view is constantly put forward that the Supreme Government is bound to give assistance to an indefinite extent when applied for under these rules, and wherever the conditions of the rules are complied with.

Basis of grant-in-aid system explained.

7. Now, undoubtedly the Government has not only laid down rules pledging itself to give assistance upon certain defined conditions, but it has also recognised the grant-in-aid system as the most effectual means of combining Government ageney with local exertions, and as the most promising source of the future extension of education. At the same time it must be borne in mind that the foundation of the system is, that aid can only be given "so far as the funds "at the disposal of the Government may render it possible;" and secondly, that the extension of the system was designed from the first to go along with the discontinuance of purely Government institutions. In 1854 the Court of Directors stated that "they looked forward to the time when any general "system of education entirely provided by Government may be discontinued "with the gradual advance of the system of grants-in-aid, and when many of "the

* This does not include the few aided elementary schools that then existed in Bengal, or the hulkabundee schools which were beginning to be established in the North Western Provinces.

"the existing Government institutions, especially those of the higher order, "may be safely closed or transferred to the management of local bodies under "the control of, and aided by, the State." And they confidently expected that "the introduction of the system of grants-in-aid will very largely increase the "number of schools of a superior order; and, before long, sufficient provision "may be found to exist in many parts of the country for the education of the "middle and higher classes, independent of the Government institutions, which "may then be closed, as has been already the case in Burdwan, in consequence "of the enlightened conduct of the Rajah of Burdwan, or may be transferred to "local management."

"This was repeated in 1864 by the Secretary of State:—

"The Punjab seems to be supplied, in a greater measure than most of the Provinces of India, with private schools of a high order, which, with the aid of grants from Government, are exercising an important influence on the education of the country. I entirely approve the intention expressed by the Lieutenant Governor to render still further aid to this class of schools, the popularity of which in some places, and especially in Lahore, seems to be so great as to suggest the question whether the time has not arrived when they may be allowed to take the place of the Government schools of corresponding grade at some at least of the stations." Education Despatch, No. 12, dated 31 March 1864.

These anticipations have never been generally realised. In some Provinces they appear to have been altogether overlooked. From the tables it will be seen that, in the several Provinces, the per-centage of Imperial expenditure in grants-in-aid varies from *nil* to 27, whereas the same expenditure on purely Government schools and colleges varies from 32·4 to 91.

8. In fact, the financial aspect of the educational question has now become a most serious one. During the last 10 years the expenditure upon education has increased from 195,494 *l.* in 1856-57, when the Imperial revenues were 29,702,854 *l.*, to 763,230 *l.* in 1866-67, when the Imperial revenues were estimated at 46,752,800 *l.* During the single year under review, educational projects were submitted to the Supreme Government, involving an increased expenditure of 58,544 *l.*, although, at the commencement of that year, an advance of 100,000 *l.* was made upon the vote of the previous year, and the assignment made at the commencement of the current year * shows an increase of 72,000 *l.* (*a*) over the grant for the preceding year. Financial aspect of the educational question.

* 1867-68.

9. In the Reports of the Directors of Public Instruction in Bengal and Bombay there is a curious, but no doubt an undesigned, coincidence. They both demand that two per cent. of the total revenues collected in the Provinces which they represent should be "the State contribution" to education. But if this concession were made to Bengal and Bombay, it could not reasonably be refused to the other Provinces. Excluding the Hyderabad Assigned Districts and Mysore, the result would be, as shown in the following Table, an immediate increase of 244,255 *l.* to the annual educational expenditure, and this entirely from Imperial funds:— Claim advanced by Directors of Public Instruction in Bengal and Bombay.

STATEMENT showing the Estimated Revenues and the present Educational Grant in each Province, with the Increase proposed.

	PROVINCES.	Aggregate of Estimated Revenue for 1867-68.	Two (2) per Cent. on Revenue.	Budget Grant for 1867-68.	Increase to present Grant.
		£.	£.	£.	£.
1	Bengal	15,237,990	304,759	231,289	73,470
2	North Western Provinces	5,916,510	118,330	115,896	2,434
3	Punjab	3,455,610	69,112	67,605	1,507
4	Bombay	8,947,070	178,941	95,606	83,335
5	Madras	7,512,655	150,253	96,083	54,170
6	Central Provinces	1,107,730	22,154	18,585	3,569
7	Oude	1,402,690	28,053	19,143	8,910
8	British Burmah	1,176,240	23,524	7,415	16,109
9	Coorg	41,015	820	69	751
	TOTAL £.	44,797,510	895,946	651,691	244,255

(*a*) "The head of Education, Science, and Art, as usual, shows steady progress. The increase next year will be 72,000 *l.*" *See* Budget speech of the Right Honourable Mr. Massey of 5th March 1867.

Probably untenable without increased taxation.

10. In the present state of the finances it is probable that, unless other departments are proportionally reduced, Sir Alexander Grant and Mr. Atkinson, in asking for so large an increase to the Imperial grant, are also asking for increased taxation.

But it will be observed that this increase is calculated on the aggregate revenues collected in each Province, and thus the comparison is very unfavourable to those Provinces which have no seaport towns. It would seem to be far more equitable to fix the land revenue as the basis of the calculation, and this would give the very different result which I now show :—

STATEMENT showing the Estimated Land Revenues, and the present Educational Budget Grant, in each Province, with the Assignment proposed.

Number.	PROVINCES.	Land Revenue.	Two (2) per Cent. on the Land Revenue.	Budget Grant.	Increase to present Grant.	Decrease from present Grant.	REMARKS.
		£.	£.	£.	£.	£.	
1	Bengal - - -	3,831,370	76,627	231,289	–	154,662	
2	North-Western Provinces.	4,040,000	80,800	115,896	–	35,096	
3	Punjab - - -	1,915,200	38,304	67,605	–	29,301	
4	Bombay - - -	3,566,900	71,338	95,606	–	24,268	
5	Madras - - -	4,305,500	86,110	96,083	–	9,973	
6	Central Provinces -	613,600	12,272	18,585	–	6,313	
7	Oude - - -	1,180,810	23,616	19,143	4,473	–	
8	British Burmah -	577,450	11,549	7,415	4,134	–	
9	Coorg - - -	23,370	467	69	398	–	Total Amount of Decrease,
	TOTAL - - £.	20,054,200	401,083	651,691	9,005	259,613	£. 250,608.

rant to education nnot be increased m Imperial funds the same ratio as retofore.

11. So far, indeed, from its being probable that a large increase can be made to the present Imperial grant for education, it seems quite impossible that the ratio of Government expenditure which has existed during the last 10 years can be continued any longer. Yet the tables given above will show how much still remains to be done, and that even in the oldest and richest and most advanced provinces the masses of the people are practically untouched. It can be no time to propose to limit the action of the State when in Bengal there is only one institution, Government or aided, to every 74 square miles, and in Madras only one pupil to every 578 of the population.

l agency must ore drawn on.

12. Hence it would seem to be imperative in the great work that lies before the Government that local agency, in some shape or another, should be more largely drawn upon to eke out the Imperial funds, and that, in the expenditure of Imperial funds, Government should select the most deserving objects for its bounty.

y of downward ion of educa-

13. In the compilation for 1865-66, to which I have already referred, allusion is made (paragraphs 7 and 8) to what is called the theory of the "downward filtration of education," and a doubt is expressed whether this theory would not "be found wanting when applied to the lowest strata of the population."

Now whatever may have been the theory of State education in certain parts of India, or whatever classes may have been there considered the primary and most suitable object of Government aid, there is no doubt at all about the principle laid down in the Educational Code. At a time when there were not 12,000 pupils altogether in the Government colleges and superior schools for general education in all India, the framers of the code were of opinion that—the efforts of Government had been too exclusively directed theretofore to the higher classes, and that all that then remained for Government to do for these classes, was to establish universities to complete the educational machinery in each presidency. After the establishment of universities, it was stated that "We shall have done as much as a Government can do to place the benefits of "education plainly and practically before the higher classes of India." * *

"Our attention should now be directed to a consideration, if possible, still "more important, and one which has been hitherto, we are bound to admit, "too much neglected, namely, how useful and practical knowledge, suited to

'every

"every station in life, may be best conveyed to the great mass of the people "who are utterly incapable of obtaining any education worthy of the name, by "their own unaided efforts; and we desire to see the active measures of "Government more especially directed, for the future, to this object, for the "attainment of which we are ready to sanction a considerable increase of "expenditure.

"Schools, whose object should be, not to train highly a few youths, but to "provide more opportunities than now exist, for the acquisition of such an "improved education as will make those who possess it more useful members "of society in every condition of life, should exist in every district in India."

This point was again strongly put by the Home Government in 1863:—

"I have noticed with some surprise the remarks of the present Chief Commissioner of Oude, and of the Director of Public Instruction in Bengal, with regard to the principle on which Government should proceed in its measures for the promotion of education in India. It would appear to be the opinion of these gentlemen, that Government should, for the present, limit its measures to providing the means of education for the higher classes, and that the education of the lower classes should be left to be effected hereafter, when the classes above them shall have not only learnt to appreciate the advantages of education for themselves, but have become desirous of extending its benefits to those below them. Without entering into a discussion on the question here involved, it is sufficient to remark that the sentiments of the Home authorities with regard to it have already been declared with sufficient distinctness, and that they are entirely opposed to the views put forward by Mr. Wingfield and Mr. Atkinson. It was one great object proposed in the despatch of the 19th July 1854, to provide for the extension to the general population of those means of obtaining an education suitable to their station in life, which had theretofore been too exclusively confined to the higher classes; and it is abundantly clear, from Lord Stanley's Despatch of 7th April 1859, that Her Majesty's Government entertained at that time the same sentiments which had been expressed by the Home authorities in 1854."

"It is probable that neither Mr. Wingfield nor Mr. Atkinson would propose to carry out their views to the full extent of their literal meaning; but I think it necessary to declare that Her Majesty's Government have no intention of sanctioning a departure from the principles already deliberately laid down; and that, while they desire that the means of obtaining an education calculated to fit them for their higher position and responsibilities should be afforded to the upper classes of society in India, they deem it equally incumbent on the Government to take, at the same time, all suitable measures for extending the benefits of education to those classes of the community 'who,' as observed in the Despatch of July 1854, 'are utterly incapable of obtaining any education worthy of the name by their own unaided efforts."

Again in 1864, Sir Charles Wood wrote:—

"I have taken into my consideration in council, the question whether Government can, with propriety, contribute the large sums which are asked for by the donors as a condition of the endowment of the proposed fellowships.

While on the one hand it is desirable that the liberality of private individuals should not be discouraged, it is necessary on the other to recollect that these grants if made, must so far diminish the sum available for the general purposes of education * * * * during the ensuing year.

The propriety, therefore, of making them must depend upon whether the object of the endowments in question is in accordance with the general principles by which the expenditure of the State upon education is governed.

Those principles are that, as far as possible, the resources of the State should be so applied as to assist those who cannot be expected to help themselves, and that the richer classes of the people should gradually be induced to provide for their own education."

These extracts seem to show that, until the State has placed the means of elementary vernacular education within the reach of those who are unable to procure it for themselves, an annually increasing Government expenditure in any province upon "the higher classes who are able and willing in many cases "to bear a considerable part at least of the cost of their own education," is not in accordance with the main object of the Educational Code, nor with the subsequent views of the Home Government.

Third noticeable point—statistics of lower class schools.

14. Now it is not contended that the framers of the code enjoined the sole and exclusive culture of elementary education in India. On the contrary, they desired to improve "every condition of life," higher and lower; and they distinctly stated it to be "far from their wish to check the spread of education in the slightest degree by the abandonment of a single school to probable decay;"

decay;" but I think it is clear that the Despatch of 1854, and the subsequent instructions from the Home Government which have been quoted, put forward stronger claims in behalf of educating the masses, than would appear from the statistical tables to have been realised. As a matter of fact, there has been a very large annual increase of expenditure on education since 1854, and the statistical tables show that the lower classes do not in all provinces receive their proportionate share of it. Still less do they receive the larger share which it would appear to be one main object of the Despatch to divert to them.

What has recently been done for elementary education.

15. Speaking generally, then, elementary education is one of the points in which the full intentions of the Educational Code have yet to be carried out; but it would give a very incomplete view to leave unnoticed the efforts which have been made during the last few years in the promotion of this great object in the manner proposed in 1854 and 1859. Special attention should be paid to those portions of the compilation below from the annual reports which relate to the establishment, progress, and prospects of educational cesses.

As it is on these cesses that the extension of primary education must probably be dependent, I shall now endeavour to show in detail what these cesses are, and what they have done for the masses, *i. e.*, the agricultural classes, who, in the words of the Despatch, "are utterly incapable of obtaining an education worthy of the name by their own unaided efforts."

Principle of educational cesses.

16. It was stated above (in paragraph 3), as being a part of the theory of education in India, that a compulsory local rate was enjoined as the best means of providing funds for the provision of elementary instruction for the masses. This view was expressed in the following extract from the Despatch of 1859:—

"As regards the source from which the funds for elementary education should be obtained, it has been, on different occasions, proposed by officers connected with education, that, in order to avoid the difficulties experienced in obtaining voluntary local support, an education rate should be imposed, from which the cost of all schools throughout the country should be defrayed. And other officers who have considered India to be as yet unprepared for such a measure, have regarded other arrangements as merely temporary and palliative, and the levy of a compulsory rate as the only really effective step to be taken for permanently supplying the deficiency.

"The appropriation of a fixed proportion of the annual value of the land to the purpose of providing such means of education for the population immediately connected with the land, seems, *per se*, unobjectionable, and the application of a per-centage for the construction and maintenance of roads appears to afford a suitable precedent for such an impost. In the North Western Provinces the principle has already been acted on, though the plan has there been subjected to the important modification that the Government shares the burden with the landholder, and that the consent of the latter shall be a necessary condition to the introduction of the arrangement in any locality. The several existing Inspectors of Schools in Bengal are of opinion that an education rate might without difficulty be introduced into that Presidency, and it seems not improbable that the levy of such a rate under the direct authority of the Government would be acquiesced in with far more readiness and with less dislike than a nominally voluntary rate proposed by the local officers."

17. In a previous paragraph in the Despatch, which I will now quote, the plan followed in the North Western Provinces was thus described:—

"In the North Western Provinces it was found that, although the schools established at the Tehsil stations had been very successful, so far as regarded the attendance of the children in those towns, the inhabitants of the surrounding districts had not shared in the advantages of them to any considerable extent. A system of Hulkabundee or Circle schools had been accordingly devised previously to 1854, for the special purpose of meeting the wants of the agricultural population. Under this system several villages conveniently situated for the purpose are grouped together, and in a central situation a school is established, which is not to be more than two miles distant from any of the villages forming the circle. For the support of these schools, the consent of the landowners was to be obtained to the appropriation of a small per-centage on the amount of the Government revenue, one per cent. being the amount paid, of which half was to be contributed by the landowners, and half by the Government. The voluntary consent of the landowner was prescribed as an indispensable condition of the establishment of the system in any locality; and at the time of the outbreak in the North Western Provinces, in 1857, the requisite assent had been given to the scheme in many of the districts, and the sanction of the Home authorities had been accorded in 1856 to the proposal of the local Government, that in the re-settlement of the land revenue the new plan should be universally introduced, and one per cent. on the Government demand should be set apart in all the districts for the support of this Hulkabundee system. It was calculated that when all the districts

districts should have been re-settled (which should not have been till 1874), 4,00,000 rupees or 40,000*l*. per annum would be available, one-half of which, or 2,00,000 rupees, would be borne by Government."

18. From these extracts it is clear that it is by no means inherent in the principle of a local educational rate, as propounded in the Despatch, that there should be any voluntary element on the part of the landowner, or that the State should share the burden with the landowner. Both these things are, on the contrary, an "important modification" of the principle, and are confined to the measure which was originated in the North Western Provinces prior to the receipt of the Despatch. Indeed, a rate levied from the landowner, "under "the direct authority of Government," is clearly indicated to be preferable to any admixture of the voluntary element. Hence, as there was no reason why this "important modification" should be imitated in carrying out the principle in other provinces, it will be found that, in all cesses which have been raised subsequent to the receipt of the Despatch, the voluntary element has a tendency to disappear, and the charge to become, as it was intended to become, an entire charge on the landowner, levied for his benefit under the direct authority of Government. The State has, in fact, assumed the duty of providing elementary instruction for the masses, but it has not undertaken, and, indeed, it cannot undertake, to find the necessary funds from the Imperial exchequer.

The true nature of educational cesses is stated generally in the annexed extract from a recent letter to the Government of Bengal.

Extract from a letter from the Secretary to the Government of India, Home Department, to the Officiating Secretary to Government of Bengal, No. 5876, dated Simla, 28 October 1867, paragraphs 5 to 9.

"Para. 5. As a matter of fact, the State has never undertaken to provide funds for the education of the mass of the people.

"6. Consequently, as was originally the case in Bengal, so in the North Western Provinces, the proportion of the rent taken as revenue by Government has been fixed on calculations into which the element of a provision for the general education of the people did not enter.

"7. In the recent settlements in Upper India the limit of the Imperial demand has been fixed at 50 per cent. of the net assets, and this would have been its limit, even if no further provision by a distinct cess had been expedient for educational purposes.

"8. The educational cess, on the other hand, varies in amount according to local requirements, and is, accordingly, clearly taken from the proprietors of the soil as a separate tax for special local purposes. It is no doubt a true tax, for it is not voluntary, although in the Upper Provinces of Bengal, from the circumstances under which it has been levied, the objects to which, and the manner in which, it is applied, it is probably not unpopular.

"9. But it is altogether separate from the Imperial revenue, and if it became impossible, for any special reasons, to apply its proceeds to the purposes for which it is designed, it would not be levied at all."

19. The next great exponent of the principle of local rates appears to have been Mr. Laing. In his Budget speech for 1861-62, he said:—"If this great "empire is ever to have the roads, the schools, the local police, and the other "instruments of civilisation which a flourishing country ought to possess, it is "simply impossible that the Imperial Government can find either the money "or the management." (6)

How this principle has been applied in the several provinces as regards education, will be seen from the following account.

The educational cess in Bombay.

20. In December 1863 the Bombay Government submitted proposals which had been under discussion since 1839 for raising funds for the establishment of village schools and the construction of roads, bridges, &c., in the several districts of that Presidency. These proposals embraced two measures:—(1) the levy of a cess of one anna on every rupee of land revenue (6¼ per cent.); (2) the levy of a tax on wheeled vehicles. To carry out the latter measure, a Draft Bill was prepared by the Bombay Government, and sanction was solicited to its introduction into the local council. The Bill, however, was not approved by the Governor General, and it appears to have been dropped. The former measure, the levy of a cess of one anna on every rupee of land revenue, is the source of the Bombay educational cess, which, pending the long discussion to which the measure has given rise, the Bombay Government has continued to levy since 1863-64. The proposed mode of levying the cess was that every ryot, who owns a rupee of land revenue, should pay one rupee and

one anna. The proceeds of the cess were to be appropriated, as a rule, one-third to education and two-thirds to roads and works of public utility. The management of the cess was to be entrusted to (1) district committees, one for each collectorate, consisting of the district officers and the deputy inspector of schools as *ex-officio* members, and equal proportions of other members selected by the Collector; (2) talooka committees, one for each mamlutdar's charge, to consist of the Collector and his assistants, and the mamlutdar as *ex-officio* member, and any number not less than three of other members nominated by the Collector. The duties of these committees were thus described:—

"I. To estimate, as early as possible in the official year, the amount available for the next season, and to prepare a scheme for its expenditure both on education and roads.

"II. This scheme will be revised by the collectorate committee, and, if necessary, sent back for re-consideration by the talooka committee; the Collector's decision, in case of difference of opinion, being final.

"III. To appoint officers, and to manage disbursements.

"IV. To draw up at the end of the year a vernacular report and figured abstract statement, showing what has been received and how it has been expended, and to have this report lithographed, and furnish a copy to every village accountant.

"The duties of the collectorate committee will be—

"I. To prepare estimates and a scheme of expenditure (similar to those directed above in the case of the talooka committee) for all funds under the exclusive management of the collectorate committee.

"II. To examine and revise the estimates and scheme of expenditure of the talooka committee.

"III. To combine both collectorate and talooka schemes and estimates, and to submit it for criticism; the educational portion to the Inspector of Schools, the road portion to the Superintending Engineer.

"IV. To submit the scheme and estimate, with remarks of the Inspector of Schools and Superintending Engineer, to the Revenue Commissioners, whose decision on every point shall be final.

"V. To appoint officers and manage disbursements as far as its own funds are concerned.

"VI. To communicate with the collectorate committees in the adjacent collectorates, in order to secure uniformity and connection of plan in laying out roads, &c.

"VII. To draw up at the end of the year an English report and figured abstract statement of receipts and disbursements for the whole collectorate, including the talooka funds, and forward it to the Revenue Commissioners, the Executive and Superintending Engineers, and Inspector of Schools."

A Bill to provide in the Presidency of Bombay funds for expenditure on objects of public utility and improvement; and to constitute local committees for the due administration of such funds.

21. Upon these proposals a long correspondence ensued between the Bombay Government and the Secretary of State, which resulted in a Draft Bill prepared by the local Government, and submitted in August 1866 for the sanction of the Governor General prior to being introduced into the local Council. The Draft Bill, of which the preamble is quoted in the margin, embodied the former proposals as regards the imposition of a cess of one anna in the rupee of land revenue, and also as regards the constitution of local committees for the due administration of the funds. It also included a proposal for a license tax, which was subsequently disallowed consequent on the operation of the Imperial License Tax (Act XXI. of 1867). The measure was referred to the Home Government in a Despatch,* from which the following extracts are made:—

* No. 9, of 1867, dated 22 February.

"Para. 5. We do not, indeed, object to such cesses when of moderate amount, and when the assessment of the land revenue is also not excessive. In the present instance the per-centage on the land revenue is no doubt very high; but, on the other hand, we believe the latter to be generally extremely light in Bombay; and, on the whole, we are of opinion that the agricultural population in that Presidency can well bear the additional impost.

"6. It is, indeed, asserted by the Bombay Government that the cess has been paid for some time without exciting any discontent, and it is no doubt also true that if its levy were now discontinued, it would be extremely difficult to re-impose it hereafter.

"8. We are * * * of opinion that in all places in the Bombay Presidency where a reservation was made, at the period when the engagements of the people for the current settlement were entered into, of the right of Government to impose a local rate

on

on land, the levy of the proposed one anna cess may, after due notice to the people, properly be sanctioned, but that it should not be imposed, under other circumstances, during the currency of the existing settlement.

"9. We are further of opinion that the proprietors and occupiers of land held in Inam should be on precisely the same footing, as respects the payment of the cess, as landholders who pay revenue to Government in the same district; that is to say, if the revenue-paying landholders of the district should be liable to the cess, the proprietors and occupiers of lands held by Inamdars in the district should also be liable to it, and not otherwise.

22. The Secretary of State, in reply, expressed himself to be favourable to the levy of the proposed one-anna cess, on the understanding that its continuance or introduction might be permitted in all districts where the population might be ready to agree to it as a voluntary contribution to be applied to purposes of local improvement. He accordingly authorised the Government of India to sanction the introduction of the necessary legislative measure into the Bombay Council.

23. In Scind a different cess exists, which I will now describe.

Local cesses in Scind; Bombay, Act VIII. of 1865.

In 1856 Sir Bartle Frere, then Commissioner in Scind, ordered the levy, in 11 talooks of the province, of a cess of nine pie on each rupee of land revenue, together with a shop tax of four annas and two annas, respectively, in substitution of certain miscellaneous taxes which had descended from the time of the Native Government. The proceeds of these taxes were applied to purposes of local utility and improvement. On the passing of the income tax (Act XXXII. of 1860), Mr. J. D. Inverarity, who had succeeded Sir Bartle Frere as Commissioner of Scind, ordered the discontinuance of the local taxes on the ground that their collection had not been legalised. In 1861 the Government of India having called upon the Government of Bombay to suggest means for raising a revenue in Scind in aid of public works expenditure, it was proposed to levy for works of local improvement a tax of half an anna in the rupee of land revenue collection. This suggestion was approved in December of that year, but pending the course of correspondence, the Bombay Government having had under consideration the subject of the large deficit in the revenues of Scind, and the means whereby, after making all practicable reductions, it could be met, resolved to re-impose (with some modifications) on the whole province, under the authority of a legislative enactment, the taxes which had been introduced by Sir Bartle Frere, and had afterwards been abolished. A draft Bill, to give effect to this object, was accordingly prepared by Mr. Inverarity. It provided for the levy of one anna in each rupee of existing assessment, wherever the limit of assessment of land had not been authoritatively fixed for a term of years, and for the levy of a similar cess on collections on account of license tax and farms of land, or Sayer revenue—one-half of the proceeds to be credited to Government as a set-off against the local expenses incurred by the State, as canal clearances, Imperial roads, public buildings, &c., and the other half, at the discretion of the commissioner, to be placed at the disposal of the local officers for expenditure on objects of local improvement, such as "roads and bridges, "schools, hospitals, dispensaries, dhurrumsalas, canals, wells, tanks, markets, and "similar works of utility calculated to promote the public health, comfort, or con-"venience." The Government of Bombay approved of this draft Bill, and in October 1861 directed the Commissioner of Scind to impose the cess at once in anticipation of legislation. The sanction of the Governor General to the introduction of this Bill into the Council of the Governor of Bombay was applied for in July 1862, on which occasion it was remarked that the impost had been "levied for more than half a year without a murmur or remonstrance of any "kind."

In September 1863 permission was granted to the introduction of the Bill into the Bombay Council; and after a correspondence, which has no bearing upon the measure in its effect upon education, the Bill was passed into law as Act No. VIII. of 1865 (B. C.), and is still in force.

24. In its operation this Act differs from the practice in Bombay, in that there are no local committees, the commissioner being the sole controlling authority as regards expenditure. As to the popularity of the cess, the inspector writes that, "It shares the objection taken by the public to any form of "extra taxation, but the facts of its introduction without opposition, of its self-"imposition in some parts of Scind, and of the advantages which it brings with it, and

Page 96, Report for 1866-67.

"and which seems to be generally appreciated, warrant the inference that it is "popular."

25. The working of the Bombay cess is thus described in the Director's Report for 1865–66 :—

"One main cause of the school extension, now taking place in Western India, has been the institution of a local cess for educational purposes in 12 collectorates of the Presidency, viz., Ahmedabad, Surat, Kaira, Khandeish, Sattara, Tanna, Poona, Rutnagherry, Belgaum, Dharwar, Canara, and Kulladghee. This cess having been imposed at a time of great agricultural prosperity appears not to have been unpopular with the people. The educational inspectors report on it as follows:—

"'That this cess is popular with the people, and that they recognise the advantages to be derived from its judicious administration, would appear from the fact that, in several places where it has not hitherto been levied, the people have come forward and volunteered to pay it. This has been the case in some villages of the Nusserapoor Talooka of the Tanna collectorate, and in several detached villages of the Poona collectorate.

"'This year we have had the full benefit of the local cess, which has enabled us to open a large number of vernacular schools, and to erect school-houses in places where they were most urgently required, as mentioned above. The cess is, I believe, paid willingly, and the people appear to be fully alive to the benefits to be derived from it; and from the large increase in the number of scholars, it is evident that they are determined to avail themselves of its benefits to the utmost.'

"The educational progress of the Deccan and Guzerat can only be emulated in this ('the southern') division, where a local cess is available for schools here, as there.

"The local cess has not only produced large additional funds for educational purposes without any call upon the imperial revenues, but has also stirred up a spirit of interest in education throughout the country, the local funds being placed at the disposal of talooka and zillah committees subject to joint sanction from the Revenue Commissioner and the Director of Public Instruction. These committees have been set to consider and make known the educational wants of their own talookas and districts. At first there was a tendency in the local committees to seek the extension of English or middle class schools, to the neglect of vernacular or lower class schools. This course, if followed out, would have caused a misappropriation of the local funds, which, having been entirely subscribed by the cultivator class, should, in the first instance, have been applied to the establishment of vernacular of village schools, such as the children of the ryot would attend. A resolution of Government (No. 684, date 14th October 1865) has authoritatively settled this point, and now no assignments of local funds to English education are sanctioned in this office unless the collector of the district in question can furnish a certificate that the educational wants of the district as regards primary schools have been supplied as far as possible."

26. In the year under review, the progress of the cess will be found in detail in the extract from the Director's Report given below, in which it is satisfactory to see—(1) that "the cultivator class has especially come under its influence;" and (2) that the pupils in cess schools are tested and returned by regular standards of examination which have recently been introduced. From both passages it will be seen what a powerful instrument of education for the masses has been brought into play, and how efficiently it is working.

27. The statistics of the cess are as follows :—

YEARS.	Assignment.	Increase of Schools for Primary Education.	Increase of Scholars.
	Rs.	*No.*	*No.*
1864–65 - - -	2,15,359	148	12,529
1865–66 - - -	3,13,524	229	23,041
1866–67 - - -	3,81,795	253	12,715
TOTAL - - -	9,10,678	630	48,285

The present number of lower class Government schools is 1,357, with 79,189 scholars. This development is, I think, unequalled in any part of India.

28. There has been some controversy about two questions in connection with the cess in Bombay—(1) whether the cess is, or is not, a portion of the Imperial dues, *i.e.*, whether all or some portion of the 6¼ per cent. that now goes to local purposes

purposes would not go straight to the Imperial coffers if the assessments in Bombay were strictly made up to the limit generally imposed in Northern India, namely, 50 per cent. of the net assets of the land, exclusive of cesses. This question is rather one of revenue than education, and need not be discussed here.

29. The second point is whether the payment of the cess is a voluntary payment.

This point is important in its connection with education, because a voluntary contribution made by the people for education is held on the grant-in-aid principle, to be entitled to an equivalent from the State. The Bombay Government has urged that the cess is willingly paid, and resembles a contribution made by a municipality. To this it has been objected that, whatever may have been the voluntary element in it at starting, the continuance of the payment can hardly be voluntary in the sense that a municipal contribution is voluntary, because the latter can be increased or diminished, or stopped altogether, at the pleasure of the ratepayers; whereas it would be a very retrograde and improbable movement to allow the one anna cess to be given up, and with it the whole scheme of elementary education, whatever might be the change in the sentiments of those who contribute it. On the above grounds it has been held, that although possibly the cess may be willingly paid, it is not purely voluntary, and consequently is not entitled to an equivalent contribution on the grant-in-aid principle, even if the funds for such a contribution were at the disposal of Government.

30. Before leaving this subject, the question will naturally occur, how is it that in Bombay so large a tax as $6\frac{1}{4}$ per cent. of the land revenue has been collected for three years without apparent hardship or complaint; whereas on this side of India 2 per cent. is the highest rate that can be raised, and that only in the Central Provinces, where the assessments are, as a rule, decidedly light, while $\frac{1}{4}$ per cent. only has been contributed by the people in the North West. There seem to be two causes,—(1) lightness of assessment, to which I have already referred; and (2) the cotton trade. From 1862 to 1866, a flood of wealth, estimated at $82\frac{1}{2}$ millions of pounds sterling, burst over the Bombay Presidency; and as over-speculation and the action of companies of limited liability were in the main restricted to the Presidency town, the agricultural * classes have probably become far richer than in any part of India. But the Bombay Government would seem to be entitled to the credit of having seized upon a sudden and fortuitous flush of prosperity as the opportunity to establish a means of conferring upon the people the great boon of education for the masses.

31. In Madras, as explained in the Note for last year (paragraph 15), there is an Educational Act (No. VI. of 1863), the object of which is to provide the revenue authorities with the legal means of enforcing a rate which, it is alleged, was imposed upon certain towns and villages in the Godavery district, with the consent of the principal inhabitants, for the maintenance of schools of elementary instruction. The Act is also capable of extension into other districts and for other educational purposes, and the rate appears to vary at the discretion of the commissioners. From the preamble of the Act (which is quoted in the margin), there would seem to have been a want of unanimity among the inhabitants of the district even where it was first imposed, either at the time of petitioning for the schools, or subsequently. In any case, the operation of the Act has not been very successful, the difficulty apparently being that its extension is made to turn on the purely voluntary action of the people, whereas experience elsewhere in India shows that purely voluntary contributions, often made through the influence of particular officials, are a very precarious basis for any measure of permanence; and

Local rate in Madras.

Whereas in certain towns and villages, situated in the Delta Taluqs of the Godavery district under the presidency of Fort Saint George, schools for elementary instruction have been established and maintained by a rate imposed by the revenue authorities, with the consent of the principal inhabitants of such towns and villages; and whereas there are no legal means of enforcing such rate, and it is expedient that provision should be made for the permanence of the said schools in those places in which the inhabitants desire to maintain them, and to enable the inhabitants of such towns, villages, or places, to assess themselves for the purpose; and whereas it is expedient that, in other towns, villages, and places in the said Godavery district, as well as in the other districts subject to the presidency of Fort Saint George, the inhabitants should be enabled to assess themselves for educational purposes, it is hereby enacted as follows:—

* *See* an interesting article, in the "Friend of India" of 12th January 186[illegible] "Prices and Poverty."

and that no large system of elementary education can be placed on any sound and lasting footing, except when the funds are provided by a measure which, however originated, is sufficiently compulsory to be independent of individual caprice.

32. Moreover, it is clear from the inspectors' reports that there is sometimes a difficulty in deciding what is "purely voluntary" action on the part of the inhabitants. In one year there may be a majority in a village in favour of education, and the extension of the Act may be petitioned for, but in the following year a new collector may come who does not interest himself in education, or the harvest may be bad and money scarce, or the majority may cease to appreciate the benefits of education, and may resent the payment of the rate. The Act would then have been imposed, and unless suspended by the special action of Government—a measure that would probably be attended with some difficulty and delay—it must remain in force in that district for five years, and yet it would seem an inaccurate representation of facts to call its action voluntary where the majority of the inhabitants may be against it. This point is strongly put by the inspector of the 1st division, who asserts that there "can be "little doubt that, if a free voice were allowed in several villages, a majority would "elect the discontinuance of the schools."

Para. 42, page 19 Inspectors' Reports.

In another district an inspector reports that the people refused to pay when the Act came to be put in force, the acting sub-collector being of opinion that the action taken had been premature in some cases.

Page 58, Inspectors' Reports.

Another inspector (of the 2nd division) reports that the original applications for the schools in the sub-division "were got up by the praiseworthy efforts of "Mr. Whiteside, one of the sub-collectors of the district." Thus it would appear that even where the Act is introduced, it is introduced sometimes through the influence of a particular official; but such influence being personal, and in this country generally short-lived, exposes the whole system to the objections discovered in 1859, and thus commented on by the Home Government:—

Page 56.

Grants-in-aid to vernacular schools.

"The difficulties experienced by the officers of the department of education in establishing a general system of popular schools on the basis of the existing rules for the administration of grants-in-aid have been already referred to. But apart from the difficulty, and in many cases the impossibility, of obtaining the local support required for the establishment of a school under the grant-in-aid system, it cannot be denied that the mere requisitions made for the purpose by the officers of the Education Department may have a tendency, not only to create a prejudice against education, but also to render the Government itself unpopular. And besides the unpopularity likely to arise from the demands on the poorer members of the community, made in the way either of persuasion or of authority, there can be no doubt that the dignity of the Government is compromised by its officers appearing in the light of importunate, and often unsuccessful, applicants for pecuniary contributions for objects which the Government is confessedly very anxious to promote."

Para. 9 of Despatch of 1859.

Sec. 3.

33. Another difficulty in the Act seems to be, that it gives the management of the rate schools to a body of commissioners, who, in villages, must be chosen by the collector from among the ryots, and are consequently quite uneducated, as a rule, themselves, and are unequal to the intelligent control of a school, and unfit to decide upon the branches of learning and the rules of discipline to be enforced therein. The reports of the inspectors teem with complaints of the incompetency* of these commissioners, their want of unanimity, and their indifference to the duties entrusted to them. Mr. Garthwaite alone, the Deputy Inspector of the Malabar and Canara Circle, gives at all a favourable account of them.

34. Lastly, it is evident that the Act does not always work harmoniously, but leads to recriminations between the district officers and the educational authorities, the former distrusting the voluntary element represented by the latter, and the latter blaming the inaction and want of co-operation in the former. In fact, the Madras Government seems now to admit that the education of the masses cannot be expected from the Act, for in the review of the operations of the year, it is observed that "the Act is not well adapted for being successfully applied "to

* One inspector complains of "the almost total incompetency of the Commissioners" (page 57); another (page 17) says that a "school is gradually declining owing to the conduct of the Commissioners, which deserves a stronger name than mere indifference."

"to small villages, though well suited to large villages and towns in which there "are intelligent persons to act as commissioners."

35. Hence, although during the year there has been an increase in schools of the lower class in Madras from 842 schools with 16,909 scholars, to 985 schools with 19,510 scholars, yet there has been no extension of the Act; on the contrary, rate schools have decreased from 95 to 84, it having been ascertained that the assent of the inhabitants in certain villages had not been really voluntary. The increase in the number of lower class schools has been obtained under a new and totally different system—the system of payment for results.* It is to this new system, and not to the operation of the Act, that the Madras Government is now apparently disposed to look for the extension of elementary education; but it may be feared that, if this system alone is persisted in, elementary education for the masses must be very far off in Madras. The system of payment for results has, on many grounds, been considered unsuited to elementary education, not only on account of the expensive† and cumbersome machinery of inspection which it involves, and the difficulty of checking the expenditure, but because under it the action of Government is not to establish schools where they are most wanted, but to assist them where they are already established, and where, *primâ facie*, there is less need of State assistance than in those districts where there are no schools at all.

Page 58, Para. 53, „ 71 } Inspectors' Reports.

36. Without going so far as to assert that the introduction of a general cess into Madras is possible, or even desirable, for this depends on a variety of considerations foreign to a note on education, yet it may, perhaps, be said that a better illustration of the soundness of the principle advocated in the Despatch of 1859, and of the superiority of even a *quasi* voluntary rate over a purely voluntary rate could hardly be found than in the contrast of the working of the Bombay cess with that of the Madras rate. Both measures have been in force for about the same time; I annex the statistics of their respective results:—

YEARS.	BOMBAY.		MADRAS.	
	Annual Increase of Cess Schools.	Annual Increase of Pupils.	Annual Increase of Rate Schools.	Annual Increase of Pupils.
1864–5 - -	148	12,529	75	1,521
1865–6 - -	229	23,041	4	430
1866–7 - -	253	12,715	5	Not given, 11 schools having been closed, but the total number of pupils in the existing 84 schools is 2,802.
	Present number of schools is 1,357	Present number of pupils is 79,189		

37. The North Western Provinces have long been remarkable for success in the diffusion of elementary education on the Halkabundee system, for a further account of which I must refer to paragraphs 173 to 180 of the Note for 1865-6. But in estimating the progress of the movement in the North West, it is but fair to other provinces that the "important modification" to which I have referred above should not be lost sight of, it being only in the North West that the Government has shared the burden equally with the landowner. The extracts from the director's report, given below, will show favourable progress during the year under review. but there is a want of precision in the information supplied as the standards of examination

The local cess in the North Western Provinces.

STATISTICS.		
Government lower class schools -	3,467 pupils	122,125
Aided „ „ -	47 „	3,269
	3,514	125,394
Unaided (*a*) -	5,071	58,168

(*a*) These are indigenous schools, neither aided nor inspected; they are not shown at all in the returns of other provinces.

* For an account of this system, *see* correspondence in Appendix.

† The local government, during the year, has increased the establishment [redacted] three directing inspectors and 18 inspecting schoolmasters.

examination by which these schools are tested and returned. In the new settlements which are now in progress the cess is being consolidated in the 55 per cent. of the net assets of the land taken by the State, so that henceforth, to quote the order of the local government, "the whole of the local cesses will in "future be defrayed, not by the landowner, but out of the share of the rent which "has always been the admitted right of the State, and therefore no claim to any "control or management of the funds on the part of the zemindars could for a "moment be sustained."

Resolution, dated 14 July 1866, para. 5.

38. But it is not quite clear how this view is to be reconciled with the history of the cess which has been given above. It will there have been seen that the cess introduced by Mr. Thomason, about the year* 1850, was sanctioned by the Home Government on the understanding, as a peculiarity in these provinces, that one-half was to fall on the landowner and the other half on the State. Rules for the assessment of the cess were subsequently laid down in the "Saharunpore "Settlement Directions," in which it is prescribed that Government demand is to be limited to 50 per cent. of the net assets of the land, and that the cess is to be deducted before the determination of the demand, and thus is to fall equally upon the landowner and the State. The local government, however, now declares the Government demand to be 55 per cent., including the cesses. But it is not clear how any claim which the landowner may have had to a control over the proceeds of his share of the cess that he paid in addition to the Government demand is affected by the fact that the cesses are consolidated in a higher demand which covers them. The payment seems to come as directly from his pocket as before. In fact, if any change has been made at all by the consolidation of the cess, it would seem that whereas one-half of the cess was formerly, under the old settlements, paid by the State, it is now all paid by the people, the voluntary element and the State's share of the payment having practically disappeared.

Pages 36 and 146.

Moreover, it would seem to be somewhat undesirable for the view to be established in the minds of an agricultural population that the local cess is paid "no longer by the landowner, but by the State;" for if so it ceases to them to be a local cess at all, and becomes simply a grant from the Imperial revenues. It is true that, under such circumstances, "the landowner could not for a moment "sustain a claim to a control of such funds;" but this would chiefly be because the whole character of the cess would be lost. It would no longer be considered a local rate for local purposes, and the cesspayer would cease to have any more interest in its expenditure than he has in expenditure from money collected in another part of the Empire. This view might gather confirmation from the succeeding paragraphs of the same resolution, in which it is broadly stated that "the cess is imposed for the benefit of the community at large," whereas, in other provinces, its proceeds are strictly localised.

However this point may be, and the question is rather one of revenue than education, there would appear to be no change intended in strictly devoting to education the same proportion of the land revenue receipts which has hitherto been appropriated to that purpose, or in devoting it to the education of the lower classes by whom, or for whom, the cess is contributed.

39. As regards the cess in the four permanently settled districts of the North-Western Provinces, I find that, in his Report for 1863-4, the Director of Public Instruction wrote as follows:—

"The inspector and joint inspector rightly congratulate themselves on the successful introduction of the school cess throughout the circle. They say, 'notwithstanding that we had four districts permanently settled like Bengal in our circle, we have succeeded in inducing the landholders of these, as well as those which have still several years of their last settlement to run, to give in voluntary agreements to pay their portion of school cess, and it is a source of infinite pleasure to us that, when the other circles, much older than ours, have still districts or portions of districts without the Hulkabundi system, it has universally been introduced in this circle. If the object was of the establishment of our departments, what the late most lamented Mr. Thomason said, to enable the zemindars and the cultivators to understand the village accounts and the Putwari's papers, we can now fairly say we have brought education within the reach of every living soul in the circle

* Mr. Thomason's earliest proposal was made in 1846, to the effect that in every village a schoolmaster should be entertained as a "village servant;" but nothing definite, apparently, was done until 1850.

circle. To prove how far it is done, or is being done, I shall suggest to add a column in the coming decennial census statements, to show how many of the male population can read and write. This will afford important data for our future calculations, and laying down of principles.' This subject has already been mentioned to his Honor.

"With reference to the cess (½ per cent.) contributions of zemindars in the permanently settled districts, the inspector strongly urges the grant by the Government of a money contribution of equal amount, on the grounds that the promise was distinctly given to the contributors at the time of assessment. The then agent and commissioner, Benares, in a letter dated 11th September 1863, to the address of the inspector, writes:—I induced the landholders of the permanently settled districts to agree to pay one-half per cent. school cess, on the distinct understanding that, if they did so, Government, as in fairness bound, would pay the other half per cent. I would not otherwise have asked them to pay.' Mr Tucker encloses the copy of a letter to himself from Mr. Colvin, the Lieutenant-Governor, on the same point, dated 28th April 1867, in which that high official says—'By-and-bye we must ask for a money—eight annas contribution by Government for your permanently settled districts, where the zemindars have agreed to pay that amount.'

"Now that the use and permanency of the village schools are established, and the financial condition of India has recovered from the strain of unavoidable political calamities, the time pointed to by Mr. Colvin seems to have arrived. The money eight annas contribution may be paid either in the form of a yearly allotment to these districts, equal in amount to the one-half per cent. collections, or in the form of a monthly grant-in-aid, equal to the monthly expenditure on the schools established in the districts by the sole aid of the local cess. The latter, as a measure, more in consonance with the drift of the Educational Despatch of 1854, seems to me the most desirable. In either case it will be necessary to make a provision in the Budget Estimates. If his Honor approves, I propose to make this matter the basis of a definite proposal before the time comes for preparing the estimates for 1865-66."

Upon this the Lieutenant-Governor stated he would be glad to receive the director's proposal, and that he would submit it for the favourable consideration of the Government of India. Accordingly, in November 1864, a definite application was made for 20,000 rupees as "an equivalent of the half per cent. voluntarily contributed by the zemindars of Benares, Mirzapore, Ghazeepore, and Jounpore." The application, owing, apparently, to insufficient explanation of its exact nature, was at first refused, but subsequently, on its being represented to be quite voluntary, was sanctioned in February 1866, and the grant was included in the budget for that year.

The result of this measure is thus described in the report of the current year—

"The liberal concessions of the Government to give their quota of the school cess in the permanently settled Benares province has doubled our means to open, support, and improve the village vernacular schools in the four districts, namely, Benares, Ghazeepore, Jounpore, and Mirzapore; it has not only doubled our means, but proved to the people beyond a doubt that the Government is scrupulously faithful to its word and principle; it has enabled us to ask for more, and it has prepared the people to give us more. Subscriptions for building school-houses—even for hulkabundi school-houses, for which the people already pay a cess—are pouring in, and we have nothing left to complain of. We have received all possible assistance from the district officers in furtherance of the cause of education, and if it be not too much presumption on our part, we may be allowed to say that we enjoy the full confidence of the people."

If the change, which has been introduced by the new settlements into the character of the cess in the other districts of the North-West, has been rightly interpreted (in paragraph 38) above the concession made to the zemindars in these four permanently settled districts is, or shortly will be, the only relic of the important modification under which the Government unnecessarily "shares with the landowner" the burden of a payment which is entirely raised for his benefit, and over which their is no Imperial control. In all other provinces, where cesses exist, the principle laid down in the Despatch will be strictly in operation.

Educational committees in the North-Western Provinces.

40. During the year an important movement has taken place, which, as it will no doubt contribute largely to the spread of elementary education and to the best utilisation of the cess, should be mentioned here. I refer to the systematic organisation of educational committees in each district which are thus described:—

"Local educational committees composed of influential members of the community, both official and non-official, will at once be formed in every district in these provinces for the purpose of exercising supervisory functions over the Government schools in the district under the control of the Director of Public Instruction, and co-operating generally in the promotion of education.

"The committee will be expected to meet at least once a month, and to submit to the

Director of Public Instruction an annual report on the state of education and the condition of the schools in the district on or before the 1st of March of each year.

"Local committees will issue no direct orders to, nor in any way directly interfere with the officers of the Educational Department. Any action they may desire to take must be through the Director of Public Instruction, or by representation through him to the Government.

"All schoolmasters and officers generally of the department will at once supply all information in their power on educational subjects to the local committees, on the requisition of the secretary.

* Or deputy commissioner and assistant commissioner, as the case may be.

"The judge, magistrate*, joint magistrate, assistant magistrate, and civil surgeon, the principal sudder ameen and moonsiffs, the tehsildars of the district, and the deputy inspector of schools shall be *ex-officio* members of the district educational committees.

"The judge, or in his absence the collector and magistrate, shall be president of the committee, which will elect its own vice-president and a joint secretary, and lay down rules for the conduct of business. The head master of the district English school (where there is one) will be *ex-officio* member and joint secretary to the committee.

"The commissioner of the division and inspector of schools will be *ex-officio* members of the committees within their circles.

"The above-named officers and the members of the Scientific Institute are appointed members of the district educational committee in the Allyghur district, and the secretary to the Institute and the head master of the Allyghur English school are appointed joint secretaries. It must be understood that the jurisdiction of local committees shall in no case extend to female schools.

"Nominations of members of committees must be submitted for sanction of Government through the collector and magistrate.

"Educational committees, composed of the above-named *ex-officio* members, are appointed in all districts, and are requested to meet without delay, and to submit a selected list of influential gentlemen whom they would recommend, and who are willing to act as members of the district committee, in view to their appointment as such."

The result of the working of these local committees, which seem to be analogous to the collectorate committees in Bombay, has yet to be seen, but their action will probably be very beneficial. They combine the intelligence of the local officials with the general co-operation of the people, and at the same time they have no power, by direct interference, to hamper the action of the department in any one locality. They must act through the director, and thus sufficient uniformity seems secured. Already in the North-Western Provinces the strong point of the system seems to be the large interest in educational matters which has been aroused throughout the community, as is shown from the return of private subscriptions and endowments, which amounted in the year under review to 1,17,487 rupees, and this it will be remembered is over and above the proceeds of the cess. This interest cannot fail to be still further developed and utilised by the re-organised committees.

Education in the Punjab.

41. The cess in the Punjab corresponds very closely with the principle advocated in the Despatch of 1859. It is entirely paid by the landowner in addition to the land tax; and though willingly paid is not voluntary, but is assessed with the regular Government demand, and is mainly devoted to the education of the agricultural classes.

42. I am indebted to Captain Holroyd, the Officiating Director of Public Instruction for the following interesting account of this cess, and of its effect upon elementary education:—

Origin of the cess.

"Before the formation of the Punjab Education Department, the agriculturists of several zillahs were induced by district officers to contribute a small per-centage on the land revenue for the support of schools. On the appointment of a director of public instruction in 18 , and the organisation of a separate department, it was thought desirable that the educational cess should be extended to the whole province, and an order was issued that, where the settlement had not been completed, 1 per cent. on the revenue should be levied for the maintenance of village schools, and that in other cases district officers should endeavour to induce the people voluntarily to subscribe to the cess. In July 1857, Mr. Arnold, the director, was able to report that the cess was then 'being levied in far the greater portion of the Punjab.' It was long, however, before the full amount was raised throughout the whole province. Thus it was not till 1864 that the people of the Hooshyarpore district, who were amongst the first to raise a cess, agreed to contribute at the rate of 1 per cent., and the cess in this district must still be viewed in the light of a voluntary contribution as it has not yet been included in the settlement.

Districts made over from North-Western Provinces.

"In the district made over from the North-Western Provinces after the mutiny the cess had already been introduced, but not on one uniform plan for every district. Thus in

in the Goorgaon district the people in the villages contained in each 'hulka' contributed amongst them sufficient to pay the salary of the village teacher of that particular 'hulka.'

"The cess is now raised in every district of the Punjab at the rate of 1 per cent., with the exception of Hazara where it is taken in one village only. Cess now levied in every district except Hazara.

"The Table given below will show the annual estimated income from 1856–57 to 1868–69. I regret to state that there is in this office no record of the amount actually realised, and I have been unable to procure the desired information in Lahore. It is doubtless very essential that the actual income should be known, and it will accordingly in future years be ascertained and recorded in this office." Income from 1856–57

MEMORANDUM of the Estimated Income of the One per Cent. Educational Cess Fund.

YEARS.	Amounts.	REMARKS.
	Rs.	
1856–57	1,38,034	Balance in hand on 30th September 1867, as per statement of Accountant General:
1857–58	1,51,544	
1858–59	1,92,002	
1859–60	1,75,226	*Rs.* 1,91,231. 13. 5.
1860–61	1,89,970	
1861–62	2,04,943	
1862–63	2,08,908	
1863–64	2,10,000	
1864–65	2,10,000	
1865–66	2,10,000	
1866–67	2,12,710	
1867–68	2,07,422	
1868–69	2,10,083	

"The 1 per cent. cess was originally contributed for the support of village schools, and the amount raised in each pergunnah was, as a rule, expended in that pergunnah; a small proportion also of the cost of the supervising agency was borne by this fund. Objects on which cess at first expended.

"In the year 1860 the department was thoroughly re-organised, the old system was swept away, and an entirely new order of things was introduced. It was then ruled that the cess collected annually in all districts, together with the accumulated balances of the same, should be formed into one general fund, which was to be expended in the following proportion:— System introduced in 1860.

"The first charge was to be the cost of tehsilee and female schools; 'after that, 10 per cent. of the balance of each year's income was to be set aside for the salaries and contingent expenses of school mohurrirs*; 5 per cent. for the publication of the Sarkari Akhbar; 4 per cent. for contingent expenses of all vernacular schools, including cost of prizes given by district officers; 6 per cent. for stipends of teachers studying at the normal school, and the remainder was to be devoted to the maintenance of village schools; the number allowed for each district being, as a rule, in the direct ratio of its annual income from the educational cess;' any small savings that might accrue from month to month might be expended by district officers in prizes, &c.

"Subsequently the Supreme Government consented to pay the salaries of chief mohurrirs and the cost of the Sarkari Akhbar, and to allow 40,740 rupees per annum for the maintenance of one 'model school' in each tehsil of the Punjab; and it has been ordered that female schools, not intended principally for the daughters of agriculturists, shall be no longer maintained from the fund. Charges transferred to Imperial revenues.

"Vernacular schools for boys are classed as town or village schools according to the standard to which they attain, and without reference to the locality where they may be situated. As a matter of fact, however, those that come up to the standard fixed for town schools, are generally situated in towns, though there are not a few schools situated in large towns that do not come up to this standard, and consequently appear in the returns as village schools. Of course there may be two or more town schools, or there may be none whatever, in any particular tehsil. Town and village schools.

"The grant from the Imperial revenue for 'model schools' is expended on town schools in tehsils where such schools exist; where they do not exist it is expended on the best village school in the tehsil. A town school often costs more than the grant made for Grant from Imperial revenue for model schools, expended partly on town and partly on village schools.

* *Note.*—The chief mohurrir was to be under the deputy commissioner of the district, and was to visit schools, to accompany the inspector and the district officers on their tours, &c. The assistant mohurrir was to keep the accounts, make out returns, &c. &c.

for a model school, and the difference is then paid from the 1 per cent. cess. During 1866-67 Government contributed *Rs.* 21,566. 7. 2., and 15,125 rupees were paid from the 1 per cent. cess for town schools. For village schools the cost to Government was *Rs.* 24,712. 12. 2., and to the cess *Rs.* 1,39,326. 10. 7.*

Objects on which cess is now expended.

"The objects on which the cess is now expended, and the distribution of expenditure for the current year, are as follow :—

	Rs.	*a.*	*p.*	
Assistant school mohurrirs	502	–	–	per mensem.
Travelling allowance to chief mohurrirs	435	–	–	„
Cost of male schools, town and village	13,016	7	–	„
Cost of female schools, village	862	–	–	„
Stipends to normal school students	1,155	–	–	„
Stipends to vernacular scholars selected from vernacular schools and sent to zillah schools by district officers	352	–	–	„
Part cost of normal schools	500	–	–	„
Scholarships to students of vernacular schools sent to zillah schools by inspectors	330	–	–	„
Total – *Rs.*	17,152	7	–	
Expenditure on educational buildings during 1867-68 – *Rs.*	10,824	–	–	

The salaries of teachers employed in male schools, town and village, vary from five rupees per mensem to 30 rupees per mensem. As shown in the last paragraph, a large portion of the cost of town schools, and by far the greater part of the expenditure on village schools is paid from the cess. The cost of erecting and repairing village schools is paid from the cess, which formerly bore the expenditure on various other kinds of educational buildings.

Hulkabundi system does not now exist in the Punjab.

"Originally the whole country was divided into 'hulkas,' and one school was established in each. It was intended that this school should meet the requirements of all the villages contained in the hulka. The system did not answer, and was soon abandoned. Boys from one village cannot easily be induced to attend a school in a neighbouring village, and it was found that more good could be effected by fixing the sites of vernacular schools in the larger villages, or in those where the people showed some desire for education.

"It has been already stated that the cess raised in each tehsil was originally expended, as far as possible, in that tehsil; and that in 1860, when the department was re-organised, the cess was formed into one general fund, of which a certain portion was set apart for the cost of tehsilee (afterwards town) and female schools, and for school mohurrirs, for the Sarkari Akhbar and for contingent expenses, and for stipends to teachers at the normal schools; and it was ruled that the number of village schools in each district, supported from the balance that remained after providing for these charges, should, as a rule, be in the 'direct ratio of the income' of the district. The various changes, however, that have occurred in the items of expenditure chargeable to the cess, have probably made it difficult, if not impossible, to observe this rule, as any fresh change must have altered the proportion of the expenditure from the fund in every district. Formerly there was a large unexpended balance, and for some years the expenditure was allowed to exceed the income; of late, however, district officers have been invited to reduce the expenditure where possible, and every proposed increase has been disallowed.

At present expenditure or number of schools not in proportion to income.

"At the present time the expenditure in some districts much exceeds, and in others falls far short of, the income; and though the above rule has not been formally rescinded, it has been allowed to fall into abeyance. To restore the proper proportion of schools will entail considerable reductions in some districts, but the present distribution of expenditure requires careful revision, as it appears to be regulated on no fixed principle, but to have resulted from the changes that have been made in the charges payable from the cess, and from a dislike to enforce the reduction of schools in localities where the income is small.

"To sum up, the fund is a general fund, but it was intended that, after providing for certain general charges, the balance should, as a rule, be distributed in proportion to the income of each district. In practice this principle has not been observed, and in some localities the expenditure is much greater than the income, in others much less. A re-distribution of expenditure is necessary, but must be carried out with great care.

"Expenditure

* *Note.*—From this it will be seen that the amount contributed by Government for vernacular schools is greater than the cost of town schools, though, of course, it would not be greater if any considerable number of village schools should come up to the higher standard. Major Fuller's original proposition was that all town schools should be entirely supported by Government, and all village schools by the 1 per cent. cess.

"Expenditure in each district is sanctioned in accordance with the provisions made in the budget submitted by deputy commissioners to the director, and passed by the local Government. Cheques on the 1 per cent. cess fund for the full amount sanctioned in the budget, and signed by the director, are remitted monthly to deputy commissioners, by whom they are cashed. All appointments are made by deputy commissioners, who submit to this office, monthly, in the vernacular, copies of the pay bills of establishments, and statements showing the balance in hand at the commencement of the month; the savings, if any, during the month; and the balance in hand at its close; also the amount expended on prizes, scholarships, &c. The original bills are retained in the district offices, and the money is disbursed by the deputy commissioners through their tehsildars. The expenditure from this fund is shown in the annual returns of the department. The amount sanctioned for erection and repair of buildings is remitted to district officers, in advance, at the commencement of the year, by the Director, Public Instruction, Punjab, by means of cheques on the educational cess fund. At the close of the year the district officers render an account of the advances to the Director, Public Instruction, Punjab.

Machinery controlling expenditure.

"The effect of the 1 per cent. cess has been to supersede many of the old 'maktabs' and 'patshalas,' or to convert them into Government schools, and to extend education to numerous localities where no schools formerly existed. Amongst the rural population of the Punjab, a knowledge of the Oordoo language and of arithmetic has been widely diffused, and in many of our schools Persian is taught very much better than it could be learnt in the old 'maktabs.'

Effects of the cess.

"The number of students attending vernacular schools had increased from 42,038 in 1859-60 to 62,355 in 1866-67. The statistics of indigenous schools are hardly to be depended on; for 1859-60 the returns gave 6,309 schools with 63,090 pupils; in 1866-67 there were said to be 5,434 schools, containing 59,750 pupils. That the number of indigenous schools has greatly decreased there can be no doubt; this, however, is not to be attributed altogether to the operation of the 1 per cent. cess, as very many have been absorbed by the introduction of the branch school system in connection more especially with zillah schools.

Reduction of indigenous schools.

"In some districts the effect of Government vernacular schools on the manners and habits of the boys is very remarkable. In 1858-59, when many of these schools were first established, the wildest reports were circulated, and it was asserted that Government, after collecting all the little boys, intended to send them down to Calcutta with some ulterior object that was not clearly explained, but in a short time the scholars were ready to come in any distance for an examination. When the discipline maintained in a district is good, all the boys who appear at an examination are neat and clean in their persons, and are provided with every requisite, such as paper, pens, ink, &c. &c. This is particularly the case in the Loodhianah district (where the standard of education in village schools also is unusually high), and is to be attributed to the active supervision of the chief mohurrir. The effect produced by many of our village schools in teaching habits of neatness, order, and cleanliness to the rural population is of great importance.

Effect of schools on habits of boys.

"It cannot be said, however, that there is any general desire for education amongst the agricultural population, and though there are many places where the lumberdars do take a general interest in the schools, the proportion of such places is small. The old idea still prevails vere extensively, that if a boy goes to school he is of no use for the plough.

No general desire for education amongst agriculturists.

"There are no means of ascertaining the number of boys who have received an education in schools supported from the 1 per cent. cess. It would be advantageous if certain definite standards were fixed, and the number of boys who passed annually by such standards were recorded. In the absence of such a system (which would no doubt present some difficulties which need not be discussed here) the educational progress that has been made can be judged by observing the number of boys in each class as detailed further on —remembering at the same time that neither arithmetic, nor geography, nor history, nor mathematics would, under the old system, have been learnt by any of the boys who attend the schools, and that even Persian, if taught at all, would have been taught, with few exceptions, in as inefficient a manner as can be conceived.

Progress made in education.

"There is one uniform scheme of studies for all town and village schools in which Oordoo is taught. The scheme provides for eight classes, though comparatively few schools possess them all. A town school must contain 50 boys, of whom 20 must be above the sixth, and some above the fourth class. All that do not come up to this standard are village schools. The study of Nagri is carried on, as a rule, much more extensively in districts that formerly belonged to the North-Western Provinces. The Nagri classes correspond with the lower classes of Oordoo schools, and the boys are, when possible, encouraged after finishing the Nagri course to continue their studies in Oordoo and Persian. Many commence Oordoo before they reach the first Nagri class. There are altogether in town and village schools 9,457 students who learn Nagri.

Standard of town and village schools and subjects taught.

"The

Classes who attend town and village schools.

"The following Table exhibits the number of agriculturists and of non-agriculturists, and also the proportion of Hindoos and Mahomedans and boys of other religions (principally Sikhs), in town and village schools:—

	Hindoos.	Mahomedans.	Others.	TOTAL.	Agriculturists.	Non-Agriculturists.
Town Schools - -	5,702	2,332	564	8,598	4,458	4,140
Village „ - -	26,823	21,264	5,670	53,757	40,434	13,323

The schools are attended by people of all classes except the lowest. Though there is no rule on the subject, chumars and boys of very low caste are virtually excluded. In some cases the sons of sardars attend village schools, and their relatives occasionally show much interest in their progress. Where village schools exist, the sons of some at least of the lumberdars are generally found. The children of officials, tehsildars, and others, are often to be found in town and village schools, and many of these officials exert themselves strenuously to promote the prosperity of Government schools. The amala, however, as a class, are still decidedly opposed to the Government system of vernacular education, and entertain a strong repugnance to history, geography, arithmetic, &c. At the same time this prejudice, which was general with all natives amongst whom the study of Persian prevailed, has much diminished of late years. In some towns the principal people of the place, whether Hindoos, Sikhs, or Mahomedans, send their children to the Government school; in others they hold aloof, and the school is attended by the poorer classes only.

English department attached to some schools.

"Attached to many vernacular schools are English departments, the teachers of which are maintained on the grant-in-aid principle. There are altogether 53 such schools, and these are more largely attended both by the richer classes and by the children of Government officials than schools where no English is taught."

Educational cess in Oude.

43. Turning now to the smaller administrations, I find that the Oude educational cess was levied for the first time at the commencement of the regular settlement which is now in progress, and which has succeeded the summary settlement for 10 years made on the annexation of the province. It is a levy of ½ per cent. on the gross rental, or 1 per cent. on, and in addition to, the Government demand, calculated at one-half of the gross rental, and it is paid by the person or persons admitted to engage for payment of the Government revenue. Its amount, and the mode in which it is collected under the settlement now in progress, were thus defined in the Chief Commissioner's Circular* of July 1861:—

"Besides the Government demand, it has been usual, heretofore, to provide for the payment of 1 per cent. on the Government jumma for the road fund, and certain sums for the payment of chowkeedars and putwarries. In the older provinces it is also customary to take engagements for the payment of 1 per cent. on the Government demand for the school fund, and for ¼ per cent., or four annas per 100 rupees for the district dâk. All these cases are usually engaged for as part of the revenue of the mehal, and are made payable with the Government demand into the tehsil, and are realised by all the processes applicable to the recovery of arrears of revenue.

"Of the road, school, and dâk funds, the road fund only has as yet been levied in Oude. The levy of any cesses, in addition to the Government demand proper, is viewed with great suspicion by the people, who regard them as exactions to which no limit can be assigned; and by far the preferable course, in the Chief Commissioner's opinion, is to include all cesses in the Government demand, and to set aside, from the general revenues thus raised, a fixed proportion for specific objects. The people greatly prefer this course, as they then consider that the State, by devoting a portion of its revenue to the maintenance of institutions calculated to confer great public benefits, is performing its proper functions, towards which they should not be called on to contribute.

"The Chief Commissioner has, therefore, with the consent of Government, determined to fix the Government demand at 51¼ per cent. of the average gross rental; and of this sum 50 per cent. will be credited to Government, and 1¼ per cent. will remain at the disposal of the local Government, to be devoted to the purposes marginally noted."

Road fund, in the proportion of ½ per cent.
School fund ditto, ditto, ½ per cent.
District post ditto, ditto, ⅛ per cent.
Margin ditto, ditto, ⅛ per cent.
N.B.—One and a quarter per cent. on the gross rental is equivalent to 2½ per cent. on the Government jumma, calculated at one-half of the gross rental.

From

* For this information I am indebted to Mr. A. H. Harington, junior secretary to the Chief Commissioner of Oude.

From this extract it is clear that, although the cess in Oude is included from motives of policy in the Government demand, yet it is in reality an addition to the demand proper, and the effect of so including it is only to make it the more compulsory on the landowner by whom it is entirely paid.

44. The cess is now devoted to village schools and the training of village teachers exclusively. These objects are not precisely those for which it was at first expected to provide. At first the Chief Commissioner proposed that it should furnish half the cost of a training college, the whole cost of tehsilee schools, and also be spent on the extension and improvement of village schools: but the Government of India were of opinion that the proceeds of the cess should be spent exclusively on the training college and on village schools, and this view met with the decided approval of Sir Charles Wood.

Educational Despatch, No. 12, dated 24th December 1863, paragraph 9.

"I quite concur in your opinion that the one per cent. school fund should be applied to the establishment of the village schools, and not the maintenance of the tehsilee schools, and your suggestion on this point should be made imperative, and measures taken for the formation of such school, either in accordance with the Hulkabundi system in force in the North Western Provinces, or on any other plan which may be thought more suitable to Oude, as soon as the completion of the settlement shall render available, in the several districts, the amount to be set apart for this purpose."

In reply to these instructions, the Chief Commissioner submitted a revised scheme, containing the following proposals, regarding the cess:—

"When village schools become numerous, additional inspectors of the lower grade will be required, but they can be partly paid from the educational cess.

"The object of the Normal school may be confined to training the teachers of the village and tehsil schools. The instruction will, therefore, be imparted through the medium of the vernacular languages, and will be of an elementary character. It is proposed to charge the stipends of the village school teachers, while undergoing a course of training at the Normal school, to the one per cent. educational cess, which is, at this moment, in the course of realisation, to the amount of about 12,000 rupees per annum, herein following, as the Chief Commissioner believes, the custom in the Punjab."

45. In the schedule of establishments which accompanied this letter, the reduced cost of the training school was entered at 11,400 rupees, of which sum it was proposed to charge to the educational cess only 2,880 rupees, being the amount of salaries of 60 village teacher students, at four rupees per mensem.

The Secretary of State, however, subsequently ruled that the one per cent. fund should, in accordance with the practice in the North Western Provinces, and with the decision conveyed in his Despatch, No. 12, of 1863, be expended only on the support of village schools and on Normal schools designed for the training of village schoolmasters.

Accordingly, the Chief Commissioner decided that "half of all the other charges"* of the training college, "except salaries of tehsilee teacher students," might be defrayed from the educational cess, as the object of the Normal institution was quite as much to train village as tehsilee schoolmasters.

* *I.e.*,

	Rs.
Head Master, at	300
Mathematical Master	60
Oordoo Teacher	50
Hindee	40
Books, servants, and contingencies	100
House-rent	100

46. As regards the financial control of the cess, it appears that the proceeds in each district are, within budget sanction, at the disposal of the Director of Public Instruction for expenditure in that district. Deputy Commissioners, in whose treasuries any money belonging to the school cess may be deposited, comply with the director's requisitions upon it, and commissioners report quarterly, for the information of the Chief Commissioner, how much of the cess is available in each district on dates corresponding with the financial year. These returns show the balances from the preceding quarter, collections and expenditure during the quarter, and the balances at the close of the quarter. The requisitions, or "school drafts," of the Director of Public Instruction are transfer receipts on Lucknow, and shown in the District Local Fund's Budget as charges against the "School Fund."

The "School Fund" Budget forms a part of the District Local Fund's Budget, and is subject to precisely the same scrutiny and control in its preparation by the deputy commissioner and local committee in consultation with the Director of Public Instruction, and in its submission to the Chief Commissioner and to the Accountant General of the North-Western Provinces. The

The principles by which it, in common with the other funds which compose the local fund's budget of a district, is regulated, are these :—

(1.) The funds are only to be devoted to the purposes for which they are intended.

(2.) No expenditure can be incurred without previous budget sanction.

(3.) Gross receipts are to be credited to the funds, and all expenditure passed on bills against the budget grants to be signed by the deputy commissioner.

(4.) Notwithstanding budget sanction and special sanction to any expenditure, in no case is money to be expended not actually in the Treasury to the credit of the fund.

47. The cess, therefore, is strictly local. With the exception of the amount contributed from it in each district towards the cost of the Normal school, it is spent entirely in the district where it is collected, and the unexpended school fund balances of one district are not transferable to another; even the sum to be contributed by a district towards the cost of the Normal school is fixed at a varying amount from time to time according to its greater or less demand for village teachers.

As to the classes who attend the schools and the instruction given therein, the director writes :—

"Village schools are attended principally by pupils from the agricultural classes, tradesmen, servants, and shopkeepers. Out of 7,462 pupils on the rolls at the close of 1866-67, 3,079 were sons of persons connected with the land, *i. e.*, zemindars, puttidars, kissans, &c. I hope to obtain more details regarding castes and professions this year.

"Village schools are vernacular only. The course of studies includes—

"Reading, writing, grammar, geography, the main facts, and India in detail, history of India, arithmetic, simple and compound rules, vulgar and decimal fractions, simple and compound proportions;

"Mensurations of superfices and plane-table surveying.

"Some of the older schools have already a very respectable first class, and I should like to convert a few into town schools, teaching the above more thoroughly, and in addition geometry, algebra, Persian grammar, and literature."

48. Such being the origin of the cess and system of its management, I now annex the statistics of its operations during the year under report, as compared with those of the previous year .—

———	Collections.	Village Schools.	Pupils.	Expenditure from Cess.	Normal Schools.	Pupils.	Expenditure from Cess.
	Rs.			*Rs.*			*Rs.*
1865-66 - -	23,926	61	2,004	4,731	2	392	13,244
1866-67 - -	45,077	264	7,462	9,880	2	206	20,241

49. The prospects of the cess, as stated by the director in his report for the year, are very encouraging. He says—

"It may be well here to state briefly what we hope to be able to accomplish in this direction when the cess is fully levied. The cess is expected to yield about 11,000 rupees per district per annum. Of this, 1,000 rupees will be absorbed by the Normal school, and about 1,500 rupees for books, rent, repairs, &c., leaving 8,500 rupees for teachers, which, at an average of 100 rupees each, will give 85 village schools per district, or 1,020 for the province. The area of Oude is about 23,000 square miles. Deducting the area of towns, which are provided with superior schools and jungles, which will require none, we may set down the area of the agricultural districts at 20,000 square miles. This gives one village school to every 20 square miles, *i. e.*, we shall be able to place a school, under a well-trained and fairly-paid teacher, within two and a half miles of every child in the province."

When these expectations shall have been realised, the problem of primary instruction for the masses will have been solved in Oude by a cess, which, in all points,

points, seems to correspond with the principle laid down in the Despatch of 1859.

50. It appears that in 1860 instructions were issued by the Commissioner of Nagpore to the survey and settlement officer to introduce an educational cess at the rate of ¼ to 1½ rupees per cent. on the jumma; but, owing to the incomplete state of the settlement operations, no cess was levied until the year 1862-63. It was then levied at the uniform rate of 1 per cent., the Government of India having ruled that the same proportion of the gross rental should be taken as land tax and as cesses in the Central Provinces as in Oude. The proceeds of the cess in the first year of its introduction were estimated at 51,000 rupees. Subsequently, in 1864, it was found that the local educational funds of the Central Provinces were inadequate to the requirements, and the Chief Commissioner proposed that the cess should be raised from 1 to 2 per cent. on the land revenue, on the ground that the land tax in those provinces was very moderate, and that the people could fairly afford to pay more. The Government of India sanctioned the enhancement, on the understanding that it would be borne entirely by the zemindars, so that the proportion of the gross rental taken by Government and by the proprietors,* instead of being 51¼ per cent. and 48¾, respectively, as in Oude, would be 52¼ per cent. and 47¾ per cent., as shown in the margin. The Government of India were of opinion that, as the Government demand had been reduced from an average of two-thirds of the rental to one-half, and that other cesses had been reduced, which in the aggregate used to mount up to 8 and 10 per cent., the enhanced rate would not press at all heavily on the landowners. The result of this measure has been that in 1865-66 the proceeds of the cess rose to 1,69,364 rupees, and in the year* under review to 1,67,153 rupees.

Educational cess in Central Provinces.

Taken by Government—

Government Revenue	50 per cent. on gross rental.
Road Fund - -	1 „
School - -	1 „
Post - -	⅛ „
Margin - -	⅛ „
Total - -	52¼
Taken by Proprietors	47¾
GRAND TOTAL -	100

* 11 months.

Thus the whole cess is paid by the landholder in addition to the Government demand, and there is no voluntary element in it, the one being levied just in the same way as the other, the difference being only in the appropriation and control.

51. In regard to the control and audit of expenditure from the educational cess, I am informed by the secretary to the Chief Commissioner that (1) all bills chargeable to the school cess are audited in the director's office; (2) that district officers annually prepare budgets, which are submitted to the director, by whom they are to be approved or modified; and (3) that all charges against the school cess are paid by treasury officers on bills signed by the deputy commissioner. The bills are then sent to the Director of Public Instruction, who checks and countersigns, or retrenches, or calls for explanation, as the case may be. From the Director the audited bills pass on to the Accountant General, who compares them with the entries in the treasury "sheet of payments," and finally brings the expenditure to account under the head "Local Funds, School Cess."

52. In regard to the objects on which the school cess funds are expended, it has been ruled that the following items shall be chargeable to the cess:—

"I.—Village schoolmaster's pay.
"II.—Village school contingencies.
"III.—Half the cost of Normal schools.
"IV.—Village school buildings, or rents."

The Director, in concert with the district officer, can spend the school cess of a district on the above objects within that district, but he cannot spend any of the school cess of any district outside its boundaries; nor can he, without the special sanction of the Chief Commissioner, spend cess money on any other objects. With the exception of the expenditure on Normal schools, and perhaps a share of book depôt contingencies, and such general charges, school cess money is never spent outside the district in which it is collected. The educational cess is thus, in no sense, a general fund, but belongs to, and is spent in, the district where it is collected.

Two exceptions, however, have recently been made to this rule:—

First, in the case of female schools, to which about 17,000 rupees of the proceeds of the cess have been annually devoted, with the sanction of the Government

ment of India; and, *secondly*, of an increase to the salaries of the masters in town schools; but it is to be noted that a considerable number of the children of agriculturists can and do attend the town schools.

With regard to the classes who attend village schools, the Secretary writes:—

"Speaking generally, the children of agriculturists do not form any very large percentage of our total Government scholars. Village proprietors, whether Brahmins, Koonbees, Teelees, Ladees, or what not, usually send their boys to school where they can manage to do so; but the tenant class, or the occupiers, have not yet got into the habit of sending their boys to school. Year by year the proportion of agriculturists who send their sons to school is becoming larger; we provide as many schools as funds allow; we advise, urge, and press the people to use the schools; and we teach gladly any boys, of whatever class, who may come."

53. The statistics of the working of the cess, and of the increase of village schools and scholars, are as follow:—

Years.	Proceeds.	Village Schools.	Scholars.
	Rs.	No.	No.
1862–63 - - - -	51,000	338	7,464
1863–64 - - - -	50,091	403	12,017
1865–66 - - - -	1,69,364	546	19,984
1866–67 - - - -	1,67,153	577	22,573

The Director now reports that in the whole of the Central Provinces there is one school in every block of $7\frac{1}{4}$ square miles; and that the proportion of pupils to population varies from 2 in 1,000 in Raepore, to 30 in 1,000 in Sumbulpore.

No cess in British Burmah, Hyderabad Assigned Districts, Mysore, or Coorg.

54. In British Burmah, the Hyderabad Assigned Districts, Mysore, and Coorg, there has been no educational cess, and all that is done for elementary education there will be found summarised in the tables or in detail in the reports below. In the two latter provinces the marked contrast in the proportion of pupils to population seems to deserve inquiry. In the Berars and in British Burmah, now that Directors of Public Instruction have been appointed, it may be hoped that the example set in Oude and the Central Provinces will be emulated, and that the claims of elementary education will not be lost sight of in the more attractive task of competing with other provinces for university distinctions.

55. In Bengal there is no educational cess, but it must not be supposed that there is no system of elementary education.

Elementary education in Bengal.

For a history of the question and of the causes that have delayed its progress, I must refer to paragraphs 153 to 180 of the Note for last year. It will be seen that, for many years, the subject has been and is still under discussion, and that, besides the ordinary grant-in-aid system, there are four special systems of elementary education, all being tried with varying degrees of success. It must be confessed, however, that these systems are all on a comparatively small scale. From the statistics given in the margin, it appears that the Government and aided schools together, under all systems, only amount to 1,353, with 39,104 pupils, about one-third of the Hulkabundi schools and pupils in the North-West; and that the total expenditure, of which Government pays 71,471 rupees, is only about equal to one-half of the local contributions which are raised from the sparse and comparatively poor population of the Central Provinces.

In 1866–67, 2,34,269 rupees.

Statistics.

		Pupils.	Total Cost.	Cost of Government.
	No.	*No.*	*Rs.*	*Rs.*
Lower class Government schools - - -	84	3,262	23,201	19,376
Lower class aided school Receiving allowances under other rules -	232 / 1,037	6,176 / 29,666	95,318	52,095
Total - - -	1,353	39,194	1,18,519	71,471
Under inspection - -	277	6,970		
Not under inspection -	728	22,061		
Total - - -	1,005	29,031		

56. I will now give an account, from the Inspector's Reports, of the several systems referred to in the statistics above.

The 84 Government schools, with their 3,262 pupils, consist of 60 schools in Behar with 2,312 pupils; 17, with 543 pupils, in the South East Division; and 7, with 407 pupils, established in connection with the system of training school-masters

masters that will be described below. Of the schools in Behar, the following account is taken from the Inspector's Report:—

"*Lower Schools.*—The three years previous were necessarily a period of transition. Various measures had to be considered and carried into effect as sanction was obtained, and efficient instruments were found or trained for the work. Those measures are now giving results which correspond, more or less, with the time during which they have been in operation.

"To appreciate the progress which the lower schools have made, it will be necessary to go back to 1862-63, in the Report for which year is shown the condition of Government lower schools whose counterpart may be seen in the private *maktabs* and *patshalas* of the present day. Indeed, the former were a great deal worse, for they made a pretence of doing what they did not do, and deputy inspectors and teachers, and the peoples who figured in statistical returns, were demoralised by the imposition at which they connived, and the Government lower schools were brought into disrepute, from which they are now happily recovering.

STATISTICS.

YEAR.	Number of Students.	Annually for each Pupil. Cost to Government.	Cost to Public Funds.	Total Cost.	REMARKS.
		Rs. a. p.	*Rs. a. p.*	*Rs. a. p.*	
1865-66 - -	2,105	8 1 1	1 4 7	9 5 8	Inclusive of 7,062 rupees for savings for school buildings.
1866-67 - -	2,312	6 8 10	1 5 5	7 14 3	Inclusive of 3,500 rupees for savings for school buildings.

"The great start which lower schools in Behar have made during the year under report (and the fact is confirmed by the independent testimony of local authorities, who will be quoted further on) is due:

"First. To the training schools which should have preceded, and not followed, the institution of schools for instruction.

"Second. To the careful selection of head masters of training schools and deputy inspectors of schools, and the more or less efficient teachers who have been sought out and trained for their duties by those officers.

"Third. To the higher pay now given to lower school teachers, albeit still only double the wages of a common labouring man, at which figure the proper salary of a teacher had stood for many years.

"*Proportion of Mahomedan Students in Vernacular Schools.*—On the singular preponderance of Mahomedans over Hindoos in the Bhaugulpore attached Model School, where the relative numbers are 60-40, the head master of the training school, Baboo Kalicoomar Mitter, observes, 'Our discipline and course of study is the same as observed in all Government English schools and colleges. We teach history, geography, and mathematics; only all this instruction is given, not in English, but in the vernacular. Hence our school is more popular with Mahomedans, and the time-honoured, though miserable, *maktabs* and *meeajees* are being drained of the Mahomedan pupils who will not go to an English school.'

"Such are the important functions which vernacular schools are performing, albeit only lower-class schools, ill supported and too little encouraged. They are drawing a large section of an influential class, who have persistently kept aloof for the most part from English schools, where the pupils acquire the 'foreign dress and manners which will shut them out from Paradise,' and where the time allotted to Oriental literature and the language of their Koran, with the small consideration in which Arabic and Persian literature are held, are wholly inadequate, and fall far short of the value set on it by themselves. The knowledge acquired in these vernacular schools, in some subjects up to the entrance standard, is in others not much below it; and all who gain vernacular scholarships, besides numbers in whose minds the vernacular school has awakened the first desire for knowledge, are so many additions from year to year on the roll of the higher English school, which they might have never entered but for the lower vernacular school.

"There is yet another important service which they render, and it is one of great social and political significance. The special attention given to Arabic and Persian in Oordoo schools, and the inclusion in Hindee schools of Sanscrit literature and the classical Ramayn and Premsagur, venerated by the Hindoos as their sacred *Purans*, help to set at rest deeply-rooted suspicions, and to fill up the breach due to divergence of faith, language, and customs. 'These books,' they say, 'would never have been allowed in Government schools if the Government had any design against our religious faith.' This cultivation of our sacred language does not look as if Government wanted to uproot the language, and to supersede it by English."

57. Of the 17 schools in the South East Division the Inspector merely writes as follows:—

"*Government Vernacular Schools of the Lower Class.*—Few of these are in a flourishing state. But it must be recollected these schools are placed where no other schools can flourish, and that as soon as one of these model schools does flourish it is replaced by a grant-in-aid school, and the model school is removed to some still more backward district. In many cases the bad success of the model school is attributed to the strictness with which the study of English is excluded."

The statistics given are—

Schools.	Monthly Average on the Rolls.	Daily Attendance.	Cost to Government.	Cost to other Funds.
			Rs. *a.* *p.*	*Rs.* *a.* *p.*
17	503	362	3,782 3 9	524 8 6

58. The above 77 schools represent all the Government elementary schools in Bengal, exclusive, as above stated, of the seven schools which are in connection with the training system to be described below.

Aided vernacular schools.

59. As it has been decided that the ordinary grant-in-aid rules should not, in Bengal, be applied to the extension of lower-class schools, and that any measures which may be taken shall be based on the direct instrumentality of Government, I will confine myself here to the latter class of schools; and it would, besides, far exceed the limits of this Note to give anything like an adequate account of the vernacular schools in Bengal, aided under the ordinary rules, or to do justice to "the noble* exertions of societies of Christians of all denominations to guide the natives of India in the way of religious truth, and to instruct uncivilised races, such as those found in Assam, in the Cossyah, Garrow, and Rajmehal Hills." I must hasten to the system which has been pronounced to be "the most promising scheme for encouraging primary education that has ever been tried in Bengal," that of training masters of indigenous schools.

* 50 of Despatch of 1854.

System of training masters in indigenous schools.

60. Briefly, it may be described as follows:—The villages where indigenous schools (patshalas) already exist are invited to send, for a year's training in a normal school, either their present schoolmaster (guru) or some other person whom they will undertake to receive as their future schoolmaster. To every master so trained the State allows a salary of 5 rupees per mensem, in addition to what he receives from his pupils. The system has been introduced into nine districts of Bengal,† and has worked (*a*) successfully; but there is a doubt whether in all cases it reaches those classes whom it was principally designed to reach. An attempt has been made to extend it, with slight modifications, but with less success, into Assam. The following extracts from the Inspectors' reports will carry on the history of the system during the year under review.

† Burdwan, Kishnagur, Jessore, Bancoorah, Rungpore, Moorshedabad, Rajshahye, Dinagepore, Midnapore.

61. The first notice I shall give is from the report of Inspector Baboo Bhoodeb Mookerjee, who, with Baboo Kassee Kanth Mookerjee, has been most instrumental in promoting the measure.

"*Extension of Operations.*—The scheme of patshala improvement has received no extension during the year under review. It is true that, urged on by the very large number of applications which I had received from the inhabitants of Beerbhoom, Baraset, and Pubna, I solicited orders to extend my operations to those districts; but, as in according sanction to the proposal, I was directed to confine myself to the means then at my disposal, the extension of the scheme to the districts has been more nominal than real. Only seven schools, and those situated at the very limits of the adjoining districts, where the scheme was already at work, have been taken in. The operations under me have been, therefore, confined to the six following districts:—

"(1) Burdwan, (2) Nuddea, (3) Jessore, (4) Bancoorah, (5) Moorshedabad, (6) Midnapore.

General Statistics.

"The general statistics of the six districts, so far as they concern the scheme, are given in the tabular form below:—

No.	Districts.	Area in Square Miles.	Population.	Number of Male Children of a School-going Age.	Probable Number of Patshalas in Existence.
1	Burdwan - -	7,375	1,798,532	128,455	1,290
	Bancoorah - -				
2	Nuddea - -	6,211	1,557,202	111,228	1,120
	Moorshedabad -				
3	Jessore - - -	3,572	981,118	70,079	700
4	Midnapore - -	5,032	1,576,835	112,631	1,120

"The

(*a*) See paragraphs 158 to 162 of the Note for 1865–66.

"The next Table embodies some important particulars regarding the patshalas under improvement for the last two years:—

"No. 2.

Total Number of Patshalas under Improvement.	Total Attendance.	Total Income of Village Teachers from Fees, &c.
		In 1865-66.
		Rs. *a.*
457 (exclusive of the abolished night schools) - - - - - -	16,561	26,507 1
		In 1866-67.
		Rs. *a.*
563 - - - - - - - -	18,281	17,680 2

"From a comparison of the results of the last with those of the preceding year, it appears that the number of schools has increased by 106, and attendance by 1,720 pupils. But the income of the village teachers, so far from increasing, has suffered a diminution by *Rs.* 8,827. 15. This last indicates a most serious falling off, and might justly cause immediate apprehension, were it not at least in part accountable from an accidental cause during the year. Comparison with the results of the preceding year.

"The year under review has been, in fact, an exceptional year on account of the famine which prevailed during a greater part of it. The general calamity affected both the attendance of pupils as well as the income from fees at the village schools, but the income far more than the attendance. I shall content myself here by making an extract from my letter No. 923, of the 23rd November last, describing the effects of the famine in my schools. Causes of the falling off.

"'With but very few exceptions they have all survived the storm. I must not omit to observe, however, that the strong affection which the people of this country have for their old institutions, and the patshalas are such institutions, has had a great deal to do in keeping them up.'

"That the patshalas have not come, however, quite uninjured out of this general calamity, will be seen very clearly from the comparative Table of attendance of pupils in them, given below:—

No.	Districts.	Number of Patshalas.	Total Attendance on 30th April 1868.	Total Attendance on 31st August 1866.
1	Burdwan - -	179	4,788	3,875
2	Nuddea - - -	205	3,376	2,786
3	Jessore - - -	137	3,836	4,123

"This shows a falling off by one-tenth in the attendance of pupils at the patshalas. But a larger falling off than 10 per cent. is observable in the incomes of the gurus. This will be seen from the Table given below:—

No.	Districts.	Annual Average Income of Gurus from Fees in 1864-65.	Annual Average Income of Gurus from Fees in 1865-66.
		Rs.	*Rs.*
1	Burdwan - - -	53½	25
2	Nuddea - - -	49	20
3	Jessore - - - -	71½	36

"'This shows a falling of by more than 46 per cent. of the total amount of income from fees during the famine. At the same time, I should observe that it is by no means unlikely that the incomes of the gurus will again improve from the month of January next,

next, after the present *amun* crop has been brought home by the ryots. It is very likely also that they will be able to recover, from that time at least, a part of their dues now in arrears with their pupils. But, notwithstanding these prospects, my impression is, that the improvement will be but slight and at a slow rate, and discontent will sooner or later break out among them. For the present, however, I cannot give too much praise to the patience and perseverance that have been evinced by these hard-working men during the famine. Nowhere have they deserted their posts, and but in few cases have they asked to be transferred from one patshala to another with a view to improve their earnings.' I shall make no remark as to the strength and elasticity of the village schools to which the above facts testify, nor as to the deserts of the teachers who have kept on these schools in spite of their difficulties.

" 'Thirty-one new patshalas have been established by this time by the passed pupils of the training school, and I have lately received an application from a student of the Hoogly Normal School, requesting aid to the patshala which he has set up in one of the villages in this district.

" 'A series of cheap elementary works for the use of our patshalas is a standing desideratum. The prices of books hitherto in use have been considerably increased, and it is apprehended that the poorer classes of our countrymen, for whom these institutions are especially intended, can ill-afford to purchase them. In the course of my inspection I visited villages inhabited chiefly by the agricultural classes of the people. On addressing them for the establishment of patshalas in their villages, I heard it stated in several instances by them that the system of instruction of which I talked was too expensive to serve their purpose; that the purchase of books formed a great part of the expense of a school education, and that the means within their reach were too limited to procure it for their children. There was certainly much truth in what they said, and the only way to render our patshalas suitable to the wants of those for whom they are intended is to introduce a series of cheap books. The price of the first book of reading ought never to exceed half an anna, while that of the last should always be within two annas.'

" *Concluding Remarks.*—Referring to the reports of the deputy inspectors, it appears that one and all they agree in thinking, (1), that the restriction which has been placed on the standard of studies at the patshalas during the present year will tend to prevent the full natural development of those institutions; (2), that the absence of anything like the award of prizes and scholarships at the patshalas, while they continue to be given at schools, most of which are but nominally superior to them, has begun to tell against their popularity; and (3), that the abolition of night schools was a most unhappy measure, inasmuch as it checked the progress of the system in the very important step it had taken towards the education of the masses.

" I have called your attention to the fact that the patshalas never were, and are not now, pure mass schools. Two elements combine to form them. By one of these elements the patshalas are naturally connected with the superior schools which already exist in the country. By its other constituent element, the patshala has an affinity with agricultural and other industrial schools. But as things now stand, the patshalas remain altogether isolated, their connection with the schools for superior education not being recognised, and agricultural and industrial schools being altogether non-existent. That under such circumstances, the institutions will fail to develope themselves fully, and be altogether productive of less good than might have been anticipated, seems to be a just subject for apprehension to those who have, by actual experience, observed their natural strength and formed their expectations accordingly. The absence of scholarships awardable to patshala pupils has begun to alienate from these institutions the sympathies of all those classes who wish to supplement the primary vernacular education of their children with superior education of some one kind or other. Now as these classes constitute the best paymasters of the village teachers, they must henceforth suffer largely in their incomes, or endeavour, in order to save themselves from the consequences of departmental orders under notice, to prepare students in extra classes at their patshalas for the Vernacular Scholarship Examinations, and try to pass them as private students. Neither my deputy inspectors, nor those who conduct the general Vernacular Scholarship Examinations, can interfere to prevent the village teachers from making such an attempt in defence of their immediate self-interests. Another year's experience will enable me to report the result of the measures which have been now adopted. I am unable to anticipate anything very favourable. The elimination of one of the two constituent elements of the patshalas from them must impair their vitality, if not utterly destroy it. I also humbly think that the conversion of the patshalas into pure mass schools would not be desirable even if practicable, as it would increase the future difficulties of mass education a hundredfold above what it is at present.

" As I have been in communication with you on the subject of night schools at the end of the year, and nothing has been yet decided about them, I shall allude no further to that subject, than to observe that, by means of those schools, education might be pushed further downward among the masses than has been or can be done, by means of the day patshalas, and also that the night schools will supply that fresh work and increased remuneration to the village teachers which must be needed by them at a time when the experiment is being made, which must inevitably diminish their earnings from the village people.

" *Financial*

"*Financial Abstract.*—The usual abstract statement of expenditure is subjoined:—

"FINANCIAL ABSTRACT for the Year 1866-67.

No.	SCHOOLS.	Number of Schools.	Monthly Average on the Roll during 1866-67.	Average Daily on the Roll during 1866-67.	EXPENDITURE. From Imperial Funds.	From Local Funds.	TOTAL.
					Rs. a. p.	*Rs. a. p.*	*Rs. a. p.*
1	Normal Schools - -	4	316	224	25,458 7 3	2,602 7 6	28,000 14 9
2	Aided Patshalas - -	703	18,001	14,084	24,546 14 7	18,370 12 3	42,917 10 10
	TOTAL - - -	707	18,317	14,308	50,005 5 10	20,973 3 9	70,978 9 7

"EXPENDITURE during 1866-67.

CHARGES.	From Imperial Funds.	From Local Funds.	TOTAL.
	Rs. a. p.	*Rs. a. p.*	*Rs. a. p.*
Inspection - - - - - -	25,715 15 -	- - -	25,715 15 -
Instruction - - - - - -	50,005 5 10	20,973 3 9	70,978 9 7
TOTAL - - - *Rs.*	75,721 4 10	20,973 3 9	96,694 8 7"

62. Similar extracts are made from the Report of Inspector Baboo Kassee Kanth Mookerjee:—

"The opening of the season under review, found the training schools at the sudder stations of Dinagepore, Rajshahye, and Rungpore, each with more than its full complement of 75 pupil teachers just commencing a career of usefulness, which they bade fair to prosecute with increasing success. How far that success has been achieved will appear from the sequel, as tested first by the final examination.

"At present the object of the examination has been to ascertain not only the extent of knowledge of each candidate in the branches he proposes to teach, but also his power of communicating that knowledge to others, and specially to children. With this view it has been divided into two heads, oral and written, the former being a test of their intelligence, quickness of comprehension, and readiness of expression and illustration; and the latter, of correctness of expression and amount of knowledge actually possessed.

"Detailed tabular statements of this examination have already been submitted to you. They are summed up as follows:—

"TABLE I.

No.	Name of School.	Number of Pupils on 30th April 1866.	Number of Candidates who obtained ½ mark and upwards.	Number who obtained ⅓ and upwards.	Number who obtained ¼ and upwards.	Number who obtained below ¼.	Number Dead.	Number either Sick, Dismissed, Absconded, or Failed.
1	Rajshahye - -	77	10	34	18	2	1	12
2	Dinagepore - -	80	25	20	4	-	2	29
3	Rungpore - -	79	34	34	2	3	2	4
	TOTAL - - -	236	68	88	24	5	5	45

"From the above, the following award of certificates was made:—

"TABLE II.

Number.	Name of School.	Number passed with First Grade Certificates.	Number with Second Grade Certificates.	Total Number Passed.
1	Rajshahye - - - - - - - -	21	41	62
2	Dinagepore - - - - - - - -	22	27	49
3	Rungpore - - - - - - - -	28	40	68
	TOTAL - -	71	108	179

"Of the 179 passed pupil teachers, 125 are Hindoos and 54 Mahomedans. These statements show that of the nominees admitted in the training seminaries during the first year of their operations, 75·84 per cent. have passed. It need hardly be added that this result is highly creditable, both to the deputy inspectors who selected them, and to the teachers who have trained them up so successfully.

"The very favourable reception our passed pupils have met with has afforded another unequivocal proof of the growing success of the scheme in these districts. As a rule, they have been received back most cordially, and have smoothly and successfully opened their patshalas. In some cases they found patshala houses ready made for them, in others voluntary subscriptions already collected for the purpose. In all cases the villagers have placed the patshalas in some one of their houses, and are, where necessary, making preparations for separate house accommodation. At first, however, many of the villages ingeniously argued that, as house accommodation forms no part of the contract (an omission which I have desired my deputies to supply in future contracts), that item necessarily devolves on Government. To consider that Government should do each and everything has ever been an innate idea with most in this country, and from the same cause arose the plea of non-payment of fees. The presence of the deputy inspectors, however, has settled, or is settling, all matters satisfactorily.

"The mode of opening a patshala in this quarter is rather curious. After our letters and credentials are made over by the passed guru to the zemindars, naib, or the mundul, the latter assemble the leading men and settle with them all the preliminaries. The village priest is then called in and a propitious day fixed upon, as for all native undertakings of importance. This being done, a drum or tom-tom is sent round to proclaim the circumstance to the neighbouring villages and at the nearest fair; many of the villages often accompanying the tom-tom all the way round, manifesting great delight in so doing. While moving through Rungpore I accidentally came in contact with one of these interesting proclamations, and stopped to see the patshala opened the next day, to the great delight of the people.

"The patshalas appeared to me as fast rising in importance, and many of them, I doubt not, will, without losing their peculiar character, vie with the best managed Vernacular schools, while many of them already surpass in numerical strength any Government or aided village school in this quarter, and as such have excited a keen sensation.

"*Income of the Certificated Teachers.*—With the number attending each patshala, the income of the guru is fast rising. Some of them already draw nearly 15 rupees per month, inclusive of the Government allowance. In many places the people pay a voluntary subscription in addition to schooling fees from boys; in others the schooling fee has been commuted into a regular monthly sum, which the managers pay into the hands of the guru, while some of them are fed and lodged gratis.

"*Who our Patshala Pupils are?*—I had reason in my last published report to say that 'my own division is peculiarly the land of the masses. In Dinagepore and Rungpore I do really feel that I am working among the lower classes.' The more I have seen, the more confirmed am I in my opinion. From the reports of the deputy inspectors, as well as from what I have myself observed and felt, I have little hesitation in stating that, of the number of students attending my 179 village improved patshalas, half in Rajshahye, and fully three-quarters in Dinagepore and Rungpore, belong to the pure masses. The following Table will fully elucidate the fact:—

"TABLE III.

District.	Number of Schools.			Number of Students on the Rolls on 31st March 1867.		
	Middle Class.	Lower Class.	Total.	Middle Class.	Lower Class.	Total.
Dinagepore - - - - - - -	-	49	49	-	1,006	1,006
Rajshahye - - - - - - -	12	50	62	450	1,534	1,984
Rungpore - - - - - - -	8	60	68	340	* 1,436	1,776
TOTAL - -	20	159	179	790	3,976	4,766

"Thus there are 20 middle class schools, with 790 pupils against 159 (or eight times the number) of lower class schools, with 3,976 pupils, out of a total of 179 schools and 4,766 boys; while the deputy inspector of Dinagepore has not one middle class school to show.

"Bearing in mind, however, that middle class schools contain lower class pupils, and that lower class schools include children of the higher and middle classes of society, and that the majority of the pupils of one or the other description determine the actual class to which a schools belongs, the general deductions recorded above are fully borne out. A closer census taken by the deputy inspector of Rajshahye more clearly indicates that, of his 1,984 pupils, 296 belong to the higher classes, 699 to the middle classes, and 989, or one-half, to the lower classes or masses.

"If this fair prospect shall continue to brighten, as I expect it will, we may soon hope to see common learning diffused among those sons of the soil who were previously impervious to education. As might be supposed, these boys often leave school to tend cattle or to help in the fields. But as I do not aspire to impart to them anything beyond a fair knowledge of writing, reading, and arithmetic, such as will come home to their every-day action in life, their occasional absence cannot much tell on their progress.

"Government and yourself may, indeed, rejoice that here the lowest strata are reached and permeated, but as one immediately in charge of the work, I cannot yet dismiss the apprehension that the descent is too rapid, that the higher and middle walks of society, who exercise such a decided influence on the masses, have not adequately advanced in this quarter to enable me to have a sufficient hold on the people.

"Baboo Bhoodeb Mookerjee who has had the greatest practical experience of the scheme, pronounces it as 'quite powerless' to educate the masses, for, says, he, 'in schools designed exclusively for the masses, not only must every ordinary item of expenditure be borne by Government, but even their books must be supplied to the children gratis, and occasionally prizes, in cash or articles of food and clothing, offered to them as bribes for their regular attendance at school.'

"I will not go the whole length with the Baboo, but I must yet observe that a greater elasticity must be given to the scheme to enable it actually to fulfil what it has so auspiciously begun in this quarter, its mission of educating the masses. As the annual report is not exactly the place where questions yet to be decided ought to be discussed, this must be reserved for a separate communication. In the meantime nothing will be wanting on our part to follow up the improvement of the mass and to render the patshalas still more attractive.

"*Improved Organisation of Patshalas.*—A code of rules providing for every possible contingency, for the gradual improvement of patshalas and the payment of monthly stipends; for granting leave of absence to teachers and officiating arrangements; for the course of study and payment of fees; for the management of local committees and inspection by deputy inspectors; and finally for the self-improvement of the teachers themselves, has been framed, based on a careful consideration of the wants and conditions of the people among whom we are labouring, and without materially deviating from rules already existing on the subject. This renders it unnecessary to reiterate them here.

"These rules, I have every reason to hope, will have the salutary effect of gradually organising the patshalas, so as to make them, on the one hand, preparatory schools for the higher and middle classes, and on the other, the grand lever to move and elevate the masses, so greatly preponderating in this quarter.

"*Summary of Work.*—Exactly 11 months previous to this date I had only the three training schools and their attached patshalas, mustering in all nine schools, 466 boys and 28 girls. I have now 188 schools, attended by 5,209 boys and 92 girls; thus showing an increase of 179 schools—4,743 boys and 64 girls.

"Most of the patshalas have been opened during the course of the last month, while the oldest of them have not yet completed their third month. If the present report had, as usual, brought the narratives down to 30th April instead of to 31st March, we should, judging

judging from the rapid accession of pupils to these patshalas, have gained a large percentage on the present number and local resources.

"*The Training Schools.*—The following table shows at one view the strength and resources of the training schools during the past Session:—

"TABLE IV.

No.	Training Schools.	Date when Established.	Number of Pupils on 31 March 1867.	Monthly Average.	Daily Average.	EXPENDITURE. Current.	Extraordinary.	Total.	Tatal Cost of Educating each Pupil Monthly.	Cost to Government of each Student's Education Monthly.
						Rs. a. p.	*Rs. a. p.*	*Rs. a. p.*	*Rs. a. p.*	*Rs. a. p.*
1	Dinagepore -	21 Dec. 1865	78	70·5	57·7	4,830 6 6	305 – –	5,135 6 6	6 9 11	5 3 11
2	Rajshahye -	15 Nov. ,,	77	80·45	64·8	5,702 9 –	335 3 –	6,087 12 –	6 14 –	6 4 7
3	Rungpore -	29 Dec. ,,	80	85·5	69·9	5,410 15 –	275 14 7	5,686 13 –	6 – 7	5 4 1
		Total - - -	235	236·55	192·4	15,943 14 6	966 1 7	16,910 – 1	6 8 8	6 2 8

"The improved patshalas which these institutions have given birth to are distributed as follows:—

"TABLE V.

No.	Name of Deputy Inspector.	Zillah.	Number of Patshalas under each.	Number of Pupils on the 31st March 1867. Hindoos.	Mahomedans.	Others.	Total.	Average Number of Pupils in each Patshala.	Average Cost to Government per Month on each Patshala.	Cost to Government of Educating each Pupil per Month.
									Rs. a. p.	*Rs. a. p.*
1	Baboo Gobindo Chunder Chuckerbutty.	Dinagepore -	49	416	589	1	1,006	20·53	2 – 7·8	– 1 0·6
2	Baboo Woma Kanth Dass	Rajshahye -	62	1,159	825	–	1,984	32	2 2 0·7	– – 11·7
3	Baboo Hurry Hur Dass -	Rungpore -	68	772	990	14	1,776	26·11	1 8 8·4	– 1 11·7
		Total - - -	179	2,347	2,404	15	4,766	26·21	1 14 5·6	– 1 4"

63. These extracts have been given at length, because there is so very little on the subject in the Director's Report, and because of the light they throw upon the important question of the classes that are reached by that system, from which the extension of elementary education is now expected by the authorities in Bengal. On the one hand, we have the decided testimony of one of the main promoters of the scheme that the patshalas "never were, and are not now, pure mass schools, and that their conversion into mass schools is not practicable or desirable." On the other hand, we have the statement of Baboo Kassee Kanth Mookerjee, that the lowest strata are reached and permeated; although the Baboo seems to doubt the expediency of Government undertaking such a task, and he has evidently a decided prejudice in favour of the view referred to above, the "downward filtration of education through the higher classes."

64. The working of the modified system in Assam is thus described by Mr. Porter, the Inspector of the North East Division:—

Gowhatty. Tezpore. Seebsaugor.

"*Central Assam Normal Schools.*—In May 1866 three normal schools were established in Assam at the places marginally noted. The object of these schools is to improve the condition of the indigenous village school teachers in Assam, by giving them an opportunity of receiving a year's instruction, as well as training them in the art of teaching. The plan adopted is the same as that so successfully being carried out by Baboo Bhoodeb Mookerjee and others in Bengal. Each pupil teacher receives a stipend of four rupees per mensem during his stay at the normal school. Before admission he enters into an agreement to teach for a term of years at some village school on a certain salary, while the villagers enter into another agreement to receive him as their *gurumahashoy*, and to send their children to his patshala. In Assam provision has been made for 144 patshalas, or indigenous schools, as follows:—

Lower Assam.		Central Assam.		Upper Assam.	
	Rs.		*Rs.*		*Rs.*
12, at 6 rupees - - -	72	6, at 6 rupees - -	36	12, at 6 rupees - -	72
38, at 5 „ - - -	190	18, at 5 „ - -	90	28, at 5 „ - -	140
Total - - - *Rs.*	262	Total - - - *Rs.*	126	Total - - - *Rs.*	212

" The total amount sanctioned for the whole of Assam is, therefore, 600 per mensem.

" The establishment of the Normal classes and the number of stipends available every year were fixed as follows :—

Gowhatty.		Tezpore.		Seebsaugor.	
	Rs.		*Rs.*		*Rs.*
Pundit - - - -	50	Pundit - - - -	50	Pundit - - - -	50
Allowance for circulating books.	5	Allowance for circulating books.	5	Allowance for circulating books.	5
Contingencies - - -	2	Contingencies - -	2	Contingencies - - -	2
16 stipends, at 4 rupees -	64	8 stipends, at 4 rupees -	32	13 stipends, at 4 rupees -	52
Total - - - *Rs.*	121	Total - - - *Rs.*	89	Total - - - *Rs.*	109

" Making a total of 319 rupees per mensem.

" If this scheme is carried out in its integrity, and 37 pupil teachers with Normal school certificates are sent out every year to each of the indigenous schools of Assam, in four years we shall have supplied all the indigenous schools with gurus, and we shall either have to increase the number of patshalas or abolish the Normal schools. The question is whether a year's training is sufficient to qualify a guru to teach even the elementary course which is required for the indigenous schools. As a rule, the stipend holders are so densely ignorant when they enter the Normal school, that a year is only sufficient to give them a general smattering of knowledge. Besides, the prospects held out to them in Assam are so small, that it is difficult to procure men who will enter into the necessary agreements. There is no doubt, however, that the teaching which the gurus obtain in the Normal school will eventually do a vast deal of good, and raise the standard of education in the indigenous schools. The Assamese, however apathetic they may be in other matters, evince a strong desire for education, both English and Vernacular. This is fully proved by the number of private institutions scattered about in the villages, and the large attendance at most of the Government Vernacular and indigenous schools. The Commissioner of Assam remarked in his Report for 1864–65: 'the desire shown by the Assamese to obtain instruction may appear but languid,' but it is the only subject about which I have found them take any interest at all.

" *Gowhatty Normal School.*—At the commencement of the year 25 candidates from villages in Kamroop applied for admission. Out of these 16 were chosen. The Pundit, Baboo Obhoy Churn Bhuttacharjee, is an excellent scholar and takes great interest in his pupils. At the close of the year an examination was held by the Head Pundit of the Gowhatty Collegiate School, and 13 of the stipend-holders obtained certificates of qualification, and proceeded to join their village schools. The training school in connection with the Normal school has been a great success. There were no less that 85 names on the rolls at the close of the year. The total yearly expenditure of the Normal school amounted to *Rs.* 1,292. 15., and the average monthly cost to Government of educating each pupil was *Rs.* 7. 5. 6.

" *Tezpore Normal School.*—There are eight stipend-holders in this school. They all entered into written agreements to serve in any part of Central Assam. The Deputy Inspector reports that he found it very difficult at first to persuade candidates to enter into the requisite agreements. The total expenditure of the school during the year has been 885 rupees, and the average monthly cost to Government of educating each pupil is *Rs.* 10. 11. 4.

Seebsaugor Normal School.—This school, owing to the negligence and apathy of Baboo Preolall Burrooah, late Deputy Inspector of Schools in Upper Assam, has proved a failure. No agreements were taken from the candidates, and, therefore, no stipends were given to them. The Head Pundit, Baboo Chundro Mohun Bhuttacharjee, is an able man, and it is to be hoped that the school will flourish this year under a new deputy inspector. When I was at Seebsaugor, in March, I explained fully to the pundit the nature of his duties; but as he justly remarked, 'if the deputy inspector did not select the stipend-holders, he could not himself go out into the Mofussil and secure them.' The school has cost Government *Rs.* 488. 12. 10. during the past official year."

System of circle teachers and of improvement of Sanscrit toles.

65. I will now notice the working of the other two systems,—the circle system (for an account of which *see* paragraph 171 of the Note for 1865-66,) and the improvement of the Sanscrit toles or schools in which the philosophy and religion of

of the Hindoos are taught through the medium of the Sanscrit language. With regard to the former, the Inspector of the South-east Division reports:—

"*Working of the Circle System.*—This system has now been carried to such a point that many Circle schools compete for the Vernacular Scholarships, and (as the Deputy Inspector of Vikrampore has pointed out) the boys who this year stood second and third in the examination list came from Circle schools. The Circle system does not extend like the grant-in-aid system, because in the former a fixed sum is allowed, remaining the same from year to year; whereas in the latter the sum contributed by Government is increased largely from year to year. The capacity of the Circle system for diffusing education has not yet been tested. The number of schools in many circles has been reduced from three to two, and not unfrequently the first class of each school is peripatetic with the pundits. By these means the Circle schools have been brought up (or nearly up) to the standard of the aided schools. It appears, therefore, the same class of scholars are given the same education by the Circle schools as by many grant-in-aid schools, but at a very much lower cost to Government.

"The advantages of the Circle system over the grant-in-aid system appear to be: 1st, there is under the Circle system no possibility of fraud; 2nd, there is complete supervision; for the Circle pundit, being an officer of the department, complains quite soon enough if the managers do not keep a proper school-house and efficient masters. To enable the Circle system fully to re-place the grant-in-aid schools, it will be necessary to permit circles of one school only, and to facilitate the introduction of English into the Circle schools. The grant-in-aid system multiplies schools in districts where the educational idea is pretty well established, but it is not well adapted to produce new schools in the more backward portion of Sylhet, Comillah, or Mymensing, in which Circle schools can be extended without difficulty.

"The Circle system is particularly well suited for female schools. The girls will not leave their own village (or rather division of a village) even for half a mile to attend a school. It frequently happens, therefore, that three small girls' schools at most a mile apart can be established, which will support a Circle Pundit, but which will by no means support three grant-in-aid establishments. I applied to you some months ago for means to meet these cases."

66. The improvement of the Sanscrit toles is thus noticed:—

"*Sanscrit Toles.*—A sum of 500 rupees was placed at the disposal of the Inspector of Schools for this division, for the encouragement of Sanscrit toles, with a view to improving the character of the education in them. I regret to have to report that up to the present time next to nothing has been effected. The toles are situated almost entirely in the district of the Deputy Inspector of Vikrampore, who reports that the pundits hesitate to receive Government money, *i. e.*, money given by men who are not Hindoos, when the Nobodvip Pundits, moreover, have not declared an opinion on the propriety of so doing. After very protracted negotiations, the Deputy Inspector of Vikrampore has just lately informed me that the pundits are taking a more liberal view, and that he hopes something may be done. There can be no question of the importance of this matter; in the Sanscrit toles arithmetic and geography are ignored, the education being confined to learning the rules of the Sanscrit grammar and strings of Sanscrit texts. The Deputy Inspector of Dacca remarks that these Tole Pundits exercise more supremacy over the minds of the people than any other class of men, and that, if they could be induced to quit the sophistries of Nyaya, and the idle injunction of the Smriti, the progress of enlightenment in Bengal would be easy and rapid."

67. Such are the special systems of diffusing elementary education among the masses of Bengal, and such is the account given of them during the year under review:—

Remarks on system of training masters in indigenous schools.

With regard to the system from which the greatest results are now expected—the system of training gurus—I cannot hope to have given a very precise view of the value of these results, because I am unable to form any such view after careful perusal of the Inspectors' Reports. There is an apparent haziness in two important points,—*first*, as to the qualifications of a trained guru; and *secondly*, as to the classes who are really affected by the movement. It will be seen that Mr. Porter, the inspector of Assam, says that, as a rule, the year's training gives only a "general smattering;" and although Baboo Bhoodeb Mookerjee annexes the questions of the examinations for the year, he does not show the precise degree of proficiency required for a pass. The second point is still more indistinct. We have seen above the conflicting views of the two inspectors, and I find that the Inspector of the South East Division, Mr. Clarke, quotes the following opinion of his deputy:—"The Circle schools and the patshalas, under the additional Inspector, Baboo Bhoodeb Mookerjee, originally intended for giving instruction to the masses, have been in fact educating the children of the middle class."

68. I can find nothing in the Director's Report to throw any light upon the question; indeed, the subject is hardly noticed at all; and in the review of the

local

local Government upon the operations of the preceding year, the management of the system under Baboo Bhoodeb Mookerjee is commended, but it is casually stated in the same paragraph that the primary object of these schools is "to induce the masses to educate themselves," a view which, as will have been seen, the Baboo now rather repudiates.

Review of systems of elementary education of Bengal.

69. On the whole, excluding the operation of the regular grant-in-aid system, the present state of the question in Bengal would seem to be this:—The purely Government system of elementary education is very insignificant, and is practically at a stand-still as regards extension, there being apparently no intention and no funds to enlarge it. The circle system, though it has worked with considerable success during the last 11 years, and is highly spoken of by those inspectors who have tried it, is now apparently being neglected in favour of the newer system of training gurus, although there is nothing in the reports to show the grounds of the preference. The newer system alone is comparatively extensive in its operation, and receives the largest amount of support, as being the most promising means of reaching the masses. But this system shares in the general objection to the grant-in-aid principle when applied to the masses, in so far as its operation is to improve schools already in existence, and not to establish them where, *primâ facie*, the need is most urgent. As yet, too, it is really on a very small scale; in its operation it is not always effectual as regards the training of the gurus; it does not even in all cases reach the masses, and only Imperial funds are available to extend it. Either, therefore, the view put forward by Baboo Bhoodeb Mookerjee may be adopted, and the attempt to reach the masses be postponed, or funds must be found for the general extension of the system, both to masses wherever it is tried, and all over Bengal. To do this, either a large Imperial grant will be required—and this would probably render necessary Imperial taxation—or some of the funds now devoted to the higher Government colleges and schools may be diverted to the lower, or a local educational rate may be raised in the manner recommended in the Despatch, and similar to the cesses which exist in other provinces. This latter course was advocated by the educational authorities prior to the Despatch of 1859; it was then suggested as feasible by the Home Government, it has been urged by the director during the year under review, but has been decided by the local Government to be premature still.

Concluding remarks on the several systems of elementary education, and on the difficulty in Bengal.

70. I have now given some idea of the action of Government as regards primary education in each province, and of the several systems from which future results must be expected. The conclusion appears to be this:—The local authorities of Northern and Western India have generally determined that an expenditure equal to at least one per cent. of the land revenue, in addition to any private expenditure which the locality can supply, ought to be devoted to the primary instruction of the masses, *i. e.*, to schools of the lower class whether Government or aided. Funds have accordingly been raised by local educational rates which are not voluntary, and although paid in addition to the land tax, have no real connection with the land tax, except that the land tax is the measure of their assessment. But the fact that the land tax has been permanently settled in one province has been supposed to be a bar to the levy of an educational rate in that province, whereas there is apparently no such bar, because there is no real connection between such a rate and the land tax, which "was fixed on calculations into which the element of a general provision for primary instruction did not enter."

Taking an expenditure equal to one per cent. of the land revenue to be the "proportionate share" of public funds to which, in paragraph 14, I referred, the following Table will show the older provinces where this proportion is not maintained:—

1. Provinces.	2. Land Revenue in 1866-67.	3. One per Cent. on Land Revenue.	4. Actual Expenditure from Public Funds on Lower Class Schools, Government and Aided.	Excess of Column 3 over Column 4.
	£.	£.	£.	£.
Bengal - - - - - - - - -	3,850,000	38,500	10,307*	28,193
Madras - - - - - - - - -	4,227,500	42,275	4,603†	37,672

* Of this, 7,147*l.* only from Imperial funds.

† Of this, 4,940 *l.* only [illegible] Imperial funds.

This Table should be compared with the Table given in paragraph 10, from which it will be seen how largely in Bengal the total expenditure on education exceeds two per cent. of the land revenue.

71. In the extracts from the directors' reports below, further notice of the subject will be found, but it does not appear from any report that the instructions of the Educational Code with regard to "advertising for, and liberally rewarding, the best translations of English works into the vernacular languages are being carried out." There can be no question of the stimulus which this measure would give to elementary vernacular education, and the point seems worthy of further attention. Indeed it seems open to doubt whether, on this side of India, the very important* step taken by the University in 1864, of removing the vernacular languages from the First Arts and B. A. examinations, may not tend to counteract the instructions issued 10 years previously. In Bombay there is a small fund for the encouragement of literature, but I do not find that it has been expended precisely in the manner proposed in the Educational Code.

Para. 83 of Note for 1865–66.

72. In concluding this part of the subject, it may be remarked that, however much the systems in the various provinces of this country differ in their development and in the manner of finding funds for elementary education, it is curious to trace their general accordance with the principles recently enunciated by† one of the greatest English authorities on the subject.

"As regards the elementary education of the humbler classes, there are certain principles which are now pretty well established and agreed upon, namely; first, that the education of the poor ought not to be left wholly to private enterprise, but ought to be undertaken by the State; secondly, that the State represent in education not the religious, but the secular element; thirdly, that the best way of carrying on education was not by a centralised system, but by the calling forth of local energy; fourthly, that the work should be tested and superintended by Government, and not by those who carry on the work; and, fifthly, that State aid ought to be given to schools, not merely for being in existence or showing a certain attendance on their books, but for a certain amount of efficiency; that in short, it is the business of the State to ascertain the results and to pay in proportion to them."

Fourth noticeable point; statistics of female education.

73. It was stated in a former paragraph that elementary education was perhaps one of the least successful points which the statistical Tables disclose. A further perusal of the Tables will show that female education is another. I shall accordingly proceed to give extracts from the several reports, so as to carry on the history of the movement in each province, in continuation of paragraphs 202 to 226 of the review of last year. I annex in the margin the statistics of female education in Bengal. As regards Government agency, it must be confessed that a beginning only has been made, there being but one Normal and one ordinary school. The latter institution, the Bethune School in Calcutta, was founded in 1850 by Mr. Bethune, then President of the Council of Education, and was assumed by Government in 1856. It will be seen from the director's report that the levy of a fee of one rupee a month has recently reduced the attendance from 97 to 55, but that there are hopes of engrafting on to it a Normal class for the training of native female teachers, and "so to utilise the large Government grant which now yields a very inadequate return." Of the aided schools there appear to be 82 in the central division with 3,183 pupils, the numbers in the last five years having nearly tripled, but the inspector complains that the standard of

In Bengal.

STATISTICS.

SCHOOLS.	Number.	Number of Pupils.	Cost to Government.	Cost to other Funds.	TOTAL.	Average Annual Cost to Government.
			Rs.	*Rs.*	*Rs*	*Rs. a. p.*
Government	1	97	6,792	200	6,992	76 – –
Schools under Grant-in-aid Rules.	183	4,767	25,303	39,526	64,829	5 13 –
Schools receiving allowances under other Rules.	60					
TOTAL	244	4,864	32,095	39,726	71,821	
Government Normal Schools.	1	24	1,449	nil	1,449	60 6 –
Aided ditto	1	10	825	7,090	7,915	82 8 –
TOTAL	2	34	2,274	7,090	9,364	
Schools under inspection.	24	363	nil	not given		
Ditto, not under inspection.	8	249	"	"		
TOTAL	32	612	–	–		

* A very strong protest against this step will be found in the letter from the Principal of the Calcutta Madrissa, dated 22nd October 1864, and referred to in paragraph 275 of the Note on Education for 1865–66.

† Mr. Lowe on Education, "Times," 4th November 1867.

of instruction attained is by no means so satisfactory as the numerical increase, the education afforded being "very elementary," owing to the early age at which girls cease to attend school after their betrothal. The account given by the inspector of the South-East Division, which contains 41 schools with 745 pupils on the grant-in-aid system, and 27 schools with 348 pupils, that receive allowances under other rules, is still less encouraging. Speaking of the latter, he says—

"The female schools which I have seen consist in general of three to six infants sprawling about and inking their fingers in copying letters on strips of leaves. Sometimes one or two could attempt a very little reading. The giving of Government money to these can only be justified on the understanding that they are the beginning of a different system. If these girls are to be removed when they get eight or nine years old, and replaced by other children of four or five years old, the matter may as well be given up. I have visited some female schools of a better sort. At Pulwa Magoora the girls can read fluently, and explain well. They can do compound long division correctly. They can point out places on the map rather better than some classes preparing for the University examination. But here the eldest girl was 15 years of age, unmarried. At Gournagor the girls can read well, and learn some geography. At Julabari, in Burrisual, the girls acquitted themselves well in reading, arithmetic, and geography. At Bangla Bazaar School, Dacca, the girls can read well and explain fairly; in geography and arithmetic they can do but little. This school contains 76 girls, and is entirely supported by the subscriptions of European residents, and a special Government grant. The Deputy Inspector tells me that if a fee of one anna were exacted, the number of girls would certainly be reduced below 20, and probably the school would disappear."

The Inspector of the North-West Division says—

"*Female Education.*—I have not encouraged the establishment of girls' schools, because I know that competent teachers for this division are not to be had, and without such teachers schools would be a delusion. We want a training school to begin with, and it is surely time that the moral and social elevation of the people, promoted everywhere through the better home and social influences, which are the fruit of female education, should be provided for in the same way that instruction for boys has long since been. I believe that a training school for girls is practicable; and, further, that the success of the experiment would be ensured against failure by the personal influence and co-operation of English ladies, who would be only too glad to find something to do, especially when the work is one towards which they must be drawn by the natural sympathy of their sex. With a training and attached model school, worked under the most favourable auspices at a sudder station, the wonderful effect of female education would be exhibited to a sceptical and jealous people; their prejudices against education for women, whom they believe to be evil altogether, and certain to be made very much worse by knowledge, would be shaken; and schools would naturally spring up as trained teachers were raised, who would make instruction and discipline, and occupation for the mind, pleasant to the pupil."

Mr. Porter, Inspector of North-East Division, writes—

"*Female Education in Bengal.*—With regard to female education in Bograh, the Deputy Inspector writes thus:—'It grieves me much that, instead of having to record the establishment of some new girls' schools, I have this year the painful duty of noticing the extinction of one, that at Kurpore. But in relief to this, I may mention that the zenana system of teaching is now being carried on more extensively than heretofore, and the notions which the people have been accustomed to entertain in respect of female education are rapidly giving way before the general spread of education. This happy state of things is, in a great measure, due to the exertions of my pundits, who are ever ready to do their very best to promote the cause of female education. It is no exaggeration to say that, in almost every village where there is a school many a Hindoo lady of respectable family has commenced reading and writing. I will particularly notice the village of Adomdigy, where the Gossains, the Sandyals, and the Chowdories, are privately teaching their wives and sisters to read and write. I can name many other villages where similar interest has been displayed, but I shall content myself with noticing two or three instances that fell under my own personal observation. Only a few days ago a native deputy magistrate of the station called on me, and asked for a copy of Shishoo Shikya, Part II., and in the course of conversation I came to learn that he had commenced giving instruction to his wife. About the same time an amlah of the magistrate's court, who is upwards of 40 years of age, sent for a copy of Shishoo Shikya and a slate, and I subsequently came to learn that he also had begun teaching his wife. It was on the 28th ultimo that a mooktear paid me a visit, and asked my advice as to what books ought to be placed in his wife's hands, who had already finished the three parts of Shishoo Shikya and Choritaboli. These facts are significant, and tend to show that feelings of antagonism towards female education have almost disappeared.

"'How is it that when you speak thus hopefully of the zenana system, you have only four schools for girls in your district, is a question which naturally suggests itself. The answer is simple. In the present state of female education, the grant-in-aid system is not applicable to it, at least not in a poor district like Bograh. It is not very difficult to overcome the opposition of the people to have their daughters educated, but it is next to impossible to make them contribute anything, however trifling, towards the purpose. While there are Government vernacular schools for boys in almost every district of Bengal, I cannot understand why there should not be schools for girls as well, entirely maintained by the State. To make female education popular, it is necessary that this indulgence should be conceded to such districts at least where education is still in a backward state.'

"In Dinagepore, the Raigunj Girls' School is attended by 32 girls, whose progress and attendance has been satisfactory."

74. It will be seen from the extract below from the Report of the Director of Public Instruction, that a great deal also appears to be done by zenana associations. These useful societies seem to be unknown out of the Bengal Presidency. They are, in fact, small missionary societies, formed and conducted by ladies with the view of carrying religious instruction into the homes of the natives. The lady teachers are peripatetic and conduct small schools, containing from about 3 to 12 girls and women, in the private apartments of the richer natives. The associations receive grants-in-aid from Government, which are now restricted to one rupee monthly for the pupils actually in attendance. In 1866-67 these grants amounted to 5,711 rupees, while the private subscriptions amounted to *Rs.* 16,890. 13. 6. There were 50 teachers employed, and the average daily attendance of girls was 756. Of course, in making grants to such societies, the principle of perfect religious neutrality is not lost sight of, and these associations are only so far recognised by the State as a means of furthering the cause of secular education.

Bombay.

75. In Bombay, the Director of Public Instruction expressed an opinion in his report for 1865-66 that the public education, properly so called, of women is incompatible with the system of infant marriages and with many of the existing prejudices on the most delicate subjects. He believes, however, that the education and civilisation of the male portion of the people in India, together with the example of the European community, will inevitably bring in the education of the women in India; but that this result will be very gradual, and subsequent to many important social changes. In his report * he states that Government can hardly be said to have "commenced undertaking female education in Western India." Some of the difficulties in the way of the movement in Scind are thus described by the Inspector:—

STATISTICS.

Schools.	Number.	Number of Pupils.	Cost to Government.	Cost to other Funds.	Total.	Average Cost to Government.
			Rs. a. p.	*Rs. a. p.*	*Rs. a. p.*	*Rs. a. p.*
Government Female Schools	61	1,935	341 - -	4,214 4 9	4,555 4 9	- 2 9
Aided Female Schools	12	1,193	3,105 - -	nil -	3,105 - -	2 7 7½
TOTAL	73	3,128	3,446 - -	4,214 4 9	7,660 4 9	
Female Schools not aided by Government, but under its inspection	17	902	- nil -	not given.	—	
GRAND TOTAL	90	4,030	3,446 - -	4,214 4 9	7,660 4 9	

"*Female Education.*—The subject of female education is surrounded with great difficulties in Scind. The people have very strong prejudices against its introduction. The zenana system is still in force among all classes except the very lowest. Even little girls are not allowed to go unveiled, such is the sensitiveness of Scindhees with respect to everything relating to their females, that they think it indecorous to speak or allude to their female relatives in public. There is again the difficulty in respect to character, to which I have already alluded in the case of Hindoo girls. These reasons sufficiently show why female education has hitherto made no progress whatever, nor are there any immediate prospects of a movement in that direction. Indeed, until educated natives themselves become alive to the importance of female education, and exert themselves to overcome the prejudices of their less enlightened fellow-countrymen, it cannot be expected."

Madras.

76. No special information about female education is to be obtained from the Educational Report of this Presidency; and in the review of the Report by Government, the question is hardly noticed at all. All that the Director says about the subject is that there has been much discussion among the more enlightened Hindoos at the Presidency town, but the results of the year "have been rather in words than acts."

STATISTICS.

Government Schools	nil.
Aided Schools	75
Pupils	3,109
	Rs. a. p.
Grants for the year	4,947 10 5

77. From

* *See* paragraph 45 of Director's Report in Part II.

77. From the Educational Despatch of 1859 it appears that in the North Western Provinces "a movement in furtherance of female education in the Agra district was commenced by the Deputy Inspector of Schools, Gopaul Sing, in 1855. The expense was, in the first instance, defrayed entirely from the public funds; the agricultural classes, though quite willing and ready to make use of the schools, were not then prepared to go further and to pay the teacher. The schools were attended by scholars of all classes of Hindoos, including a considerable proportion of Brahmins; and of the girls, the age of some exceeded 20 years, the remainder being from six years old to 20. The masters were selected by the parents of the scholars, and committees of respectable native gentlemen were formed to exercise a general supervision over the schools, and to arrange for their visitation. The number of schools in the Agra district had risen in January 1857 to 288, and the attendance of the girls was estimated at 4,927. It being desired at that time to carry out the experiment of female education in a more efficient manner, sanction was sought and obtained to the assignment of 8,000 rupees, as a direct grant from Government for female schools in the district, to meet an estimated expenditure on 200 girls' schools of 13,200 rupees per annum, the balance being provided from the Hulkabundi cess and from other sources. North Western Provinces.

STATISTICS.

Schools.	Number.	Number of Pupils.	Cost to Government.	Cost to other Funds.	Total.	Average Cost to Government.
			Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Government (Lower Class) - - -	479	8,981	30,331 13 3	- nil -	30,331 13 3	3 6 -
Aided and Unaided (Middle Class) -	9	934	6,730 - -	12,015 12 -	18,745 12 -	7 3 -
Aided and Unaided (Lower Class) -	105	2,056	11,499 1 4	7,268 10 8	18,767 12 -	5 - 11
Total - -	114	2,990	18,229 1 4	19,284 6 8	37,513 8 -	
Government Normal Schools - -	2	31	2,850 2 6	- nil -	2,850 2 6	9 1 11
Grand Total	595	12,002	51,411 1 1	19,284 6 8	70,695 7 9	

"The movement in the Agra district had in the meantime extended to the districts of Muttra and Mynpoorie, though the number of schools was in these districts limited. At a female school in the city of Mynpoorie, there was an attendance of no fewer than 32 Mahomedan girls of respectable parentage."

78. At present there are 595 schools with 12,002 pupils, but the movement seems to have languished during the year for want of funds and competent inpection. An attempt has recently been made to remedy the latter defect, by the appointment of a lady inspectress. The suggestion seems a very good one, and was originated by Mr. Griffith, the Inspector of the Benares Circle, but the result of the measure has yet to be seen. The Director of Public Instruction seems to be correct in his opinion, that the education of girls belonging to the agricultural classes is as much a proper charge to the local cess as that of boys. Paragraph 58 of Report.

79. This province made the first great start in female education in 1862–63 as will be found in paragraphs 211–217 of the compilation for last year. During the year under review, there appears to have been a decrease in the number of Government schools owing to the closing of those that were inefficient; hence the daily attendance has increased. The Punjab Government has hitherto received a special grant for female education, but it has been ruled that this assignment should be limited to 10,000 rupees a year, and can only be applied to those schools in which the majority of the scholars do not belong to the agricultural classes, the education of these classes, whether boys or girls, being a charge on the local cess. In the Reports of the Inspectors there is strong evidence of the urgent want of some adequate and trustworthy system of inspection. The following account is taken from the Report of the Inspector of the Umballah Circle:— Punjab.

STATISTICS.

Schools.	Number.	Number of Pupils.	Cost to Government.	Cost to other Funds.	Total.	Average Cost to Government.
			Rs.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Government Female Schools - -	296	6,198	8,865	13,036 - -	21,901 - -	1 6/16 6/16
Aided Female Schools	651	14,243	45,308	12,815 - -	58,123 - -	3 2 9
Aided Female Normal Schools - -	3	93	2,370	3,023 12 1	5,393 12 1	251 7 8 3/4
Total - - -	654	14,336	47,678	15,838 12 1	63,516 12 1	
Grand Total - -	950	20,534	56,543	28,874 12 1	85,417 12 1	

"There is a considerable reduction in the number of female schools. At the close of the year there were 111 schools, containing 2,067 girls; whereas at the end of the previous year, there were 158 schools, with 2,702 girls. Female schools.

"Some of the schools appear to have made a certain amount of progress; amongst others that at Nizam-ud-din, under the patronage of Mirza Ilahi Buksh, was visited by Mr. Hutton; he was shown some good specimens of handwriting, and he heard some of the girls read the *Khat-i-Taqdir* and the *Waqiat-i-Hind*. He remarks, however, that, 'It is Progress.

difficult for and examiner to speak with with any confidence on this point (the progress of the pupils), when all the girls are *purda-nashin*, and it is impossible to tell whether the girls answer the questions or their teacher, or whether they recite by heart what they are supposed to read.'"

The Inspector of the Lahore Circle writes as follows:—

Female schools. General statistics.

"The number of female schools has been increased from 129 to 147 by the establishment of 19 new schools in the Montgomery, and two in the Hooshyarpore district; and the closing of two in the Jullunder, and one in the Kangra, district. The number of girls under instruction has increased from 3,050 to 3,353, and the average daily attendance from 2,762 to 3,076. The whole cost of educating each girl has fallen by one rupee; but the cost to Government has risen from 1¼ anna to *Rs.* 1. 7. 4., in consequence of the order that schools in towns should be supported from Imperial revenues, and not from the one per cent. educational cess. The number of girls learning *English is 100, or 88* fewer than at the beginning of the year; these are all in the Jullunder district.

"I have been able to visit only very few of the female schools during the year under report; those that I saw were making fair progress."

The Inspector of the Rawul Pindee Circle adds:—

Female schools.

"There are now 261 female schools in the circle, of which 31 are Government schools maintained in the same way as village and town schools, but not open to inspection unless the people desire it. I believe this unwillingness to admit the visit of the Inspector to be a mere pretence, except where the girls are grown up, as in the Rawul Pindee Mission School. I have examined hundreds in the North-Western Provinces, and here you may see little girls with writing boards playing about at the doors of every mosque, or seated at their lessons in the middle of the road. However, as the people profess to have scruples, Major Mercer has done well in appointing one Emily, Inspectress of Female Schools in Sealkote district. I had some conversation with Emily, and made an abstract of her report. She had inspected 103 schools, of which 27 were Hindoo, one Seikh, and 75 Mussulman. Of the Hindoo schools 16 were in good order, and three in bad order. Of the Mussulman schools 27 were good, and 22 bad. The rest deserved neither praise nor blame, though, for various reasons, they had made little or no progress. It would have been satisfactory if the report had generally stated how many girls could read, and what quantity of their books they had got through. The best school is at Zafarwal, where the 6th Class Government books are read. Major Mercer considers that he has achieved a success in these schools, and there can be no question of the value of the experiment, upon which he has bestowed so much labour.

"Baba Khem Singh's schools in the districts of Jhelum and Rawul Pindee number 101. I cannot get any information about them, although I believe that they have some sort of objective existence, and I regret that I can give no description from personal observation of the progress of female education in this circle."

Bunnoo district.

From the report of the Inspector of the Frontier Circle, it appears that "all the female schools in Bunnoo district have been closed, with the exception of one at Moosa Kheil, in which 18 girls read Goormokhee, but are not making much progress."

Oude.

80. Beyond what is contained in the extract from the Director's Report below, there is nothing to record on the state of female education in this province. A beginning has been made with a fair prospect of success, and that is all that can be said.

STATISTICS.

Schools.	Number.	Number of Pupils.	Cost to Government.	Cost to other Funds.	Total.	Average Cost to Government.
			Rs. a. p.	*Rs.* a. p.	*Rs.* a. p.	*Rs.* a. p.
Government Female Schools	6	81	nil	186 11 7	186 11 7	nil.
Aided Female Schools -	12	327	3,116 12 4	7,112 1 8	10,228 14 -	9 10 4¼
Grand Total - -	18	408	3,116 12 4	7,298 13 3	10,415 9 7	

Central Provinces.

81. In the Central Provinces the progress of female education has been numerically rapid during the last few years, and is thus described in a recent letter from the Secretary to the late Officiating Chief Commissioner:—

STATISTICS.

Schools.	Number.	Number of Pupils.	Cost to Government.	Cost to Local Funds.	Average Cost to Government.
			Rs.	*Rs.* a. p.	*Rs.* a. p.
Government Schools -	130	3,621	650	15,635 6 8	- 2 9
Normal - ,, -	1	19	-	4,461 10 4	
Total - -	131	3,640	650	19,797 1 -	
Unaided Private Schools	1	22	-	359 12 -	

"Before touching on Major Dod's proposals, I am to give the following brief sketch of the rise and progress of female education in the territory under this Administration. Up to the end of May 1863 but little had been accomplished in this

this respect, there being at the time but five female schools with 57 pupils. These schools were all situated in the Northern Educational Circle, which comprised the districts formerly known as the Saugor and Nerbudda Territories. Within the Nagpore Province Proper, Nagpore, Kamptee and Seetabuldee were the only places that could boast of classes for the education of females, and these classes owed their existence entirely to the efforts of the missionaries of the Free Church of Scotland. The appended extract from Sir R. Temple's review of the state of education in the Central Provinces for the year ending 20th April 1864, will show that in one year the number of female schools increased nine-fold, and the number of pupils more than 14 times. The extracts from the Report of the Educational Department for the year 1864–65, and from the Chief Commissioner's review thereof, show an increase of 18 in the number of female schools, and 440 in the number of pupils, an increase generally distributed over the whole of the provinces. During the year 1865–66 the number of schools increased from 65 to 91, and the pupils from 1,244 to 2,361; and by the end of the year 1866-67, 130 schools with 3,621 pupils had been established.

"The number of female schools existing at the end of the last official year show that the importance of female education has not been lost sight of in these provinces. Indeed, considerable exertions have been made to increase both the number and efficiency of the schools. In numbers the increase has hitherto been steady, and the Officiating Chief Commissioner trusts that it will continue to be so. But Mr. Morris is constrained to acknowledge that the efficiency and quality of the schools has not risen to so high a standard as could have been wished.

"All our educational officers, and many civil officers who take an interest in the movement, ascribe the partial failure, if it may be so styled, of our female schools to the want of properly qualified schoolmistresses and teachers. It seems quite clear that, so long as our female schools are presided over by men, they will not be popular or well attended. The fact that, whenever European ladies have taken great interest, these schools have been, in comparison with others not enjoying such advantages, most successful, apparently supports this view. It may, indeed, be conjectured that female schools presided over by male teachers would not be successful even in the most civilised European country.

"To supply this great want, the late Chief Commissioner, Sir R. Temple, in 1865, sanctioned the establishment, as an experimental measure, of the Female Normal School mentioned in Major Dods' letter. This institution has been fairly successful so far as it goes; it has already passed out a few schoolmistresses possessing the qualifications of the average of village schoolmasters, and qualified to take charge of small girls' schools, a few more native ladies are being trained, and will probably be so far qualified in the course of a few months.

"The Officiating Chief Commissioner agrees with the Director of Public Instruction in thinking that the time has now arrived when our Normal school should cease to be an experiment, but should be reorganised and established on a broad and permanent footing. Mr. Morris also thinks that, unless a good European mistress be placed at the head of this institution, it can never become thoroughly efficient, and will never give perfect satisfaction. With a native teacher presiding, as at present, schoolmistresses with but moderate acquirements, similar to those who have already been passed out, will be trained, but something more than this, I am to submit, should be expected from the principal institution for female education in these provinces.

British Burmah, Mysore, Coorg.

82. Beyond what will be found in the compilation below, there is nothing at all noticeable in these provinces as regards female education. There are no Government institutions in either of the three provinces for the purpose.

Hyderabad Assigned Districts.

83. Female education does not appear to have been attempted in the Hyderabad Assigned Districts. In reviewing, however, the Report for the year the Resident remarks:—

"It will be advisable also to take into consideration the course that should be adopted in Berar as regards female education; without wishing to press this matter prematurely, and bearing in mind also the fact that until there is some appreciation of instruction amongst men, it is hopeless to look for its introduction amongst women,—the Resident is still of opinion that, in concert with the Deputy Commissioners, a beginning might, notwithstanding, be made, especially in a town of any importance such as Oomrawuttee; and the question of such institutions might, therefore, be advantageously taken up at an early date."

General summary as regards female education.

84. On the whole, then, it would appear that, up to the year under review, "the frank and cordial support" of Government to female education, promised in 1854, had not been given, and that only a beginning had been made in some provinces. But it should be mentioned that the current year has been one of progress in this direction. Miss Carpenter's visit, at the close of 1866, gave a stimulus to the movement which had been warmly taken up in the Punjab four years previously, and the Government of India has since held out promises of liberal assistance and support to an indefinite extent, on the single condition that the genuine co-operation of the native community can be secured.

secured. It will belong to the record of another year to show how this offer has been responded to.

85. Looking generally to the results which I have recorded, it would appear that the immediate obstacles to progress are the want of trained schoolmistresses and of adequate inspection, and that the greatest degree of success has been achieved in those provinces where a personal interest in the movement has been most evinced by the district and educational authorities. It may, perhaps, be considered a matter of congratulation, and a good earnest for the future, that any success at all has been achieved in a few years in a matter which is surrounded by difficulties that spring from the strongest social prejudices of a nation the most tenacious of all prejudices.

General remarks on statistical tables.

February 1868.

86. I have now eliminated and briefly considered the two comparatively weak points of the educational systems in India. By comparatively weak, I mean points in which the least general success has been attained in this country. I do not mean a comparison with England, where primary education, as a State measure, is only at this moment under discussion, and where the main difficulty that attends female education here, does not exist.

I shall now proceed to make a few remarks suggested by a further perusal of the statistical tables. In doing this, I shall confine myself, as much as possible, to the leading features of the state of education in each province. Such remarks must necessarily be to a certain extent one-sided, as it would obviously exceed the limits of any note to treat exhaustively the vast mass of facts that are shown, and the inferences that are suggested, by these tables.

Universities.

87. First, as regards the universities. In the compilation below will be found the annual reports of the Syndicates of each University,* giving a detail of their operations for the year. The universities seem to be fulfilling very satisfactorily the precise purpose for which they were instituted in 1854. They are the test and standard in each Presidency of the efficiency of every institution in which a higher order of education is imparted. In the Report of the Director of Public Instruction in the North Western Provinces, a complaint is made, in the paragraph which is quoted in the margin, that the test applied by the Calcutta University is arbitrary, and that the result depends more on the chance of a pupil having been instructed in the Examiner's "favourite pieces," than on his general proficiency. The reports, however, of the Directors of Public Instruction of the other provinces in Bengal are quite free from any such views. In Bombay, Sir A. Grant, than whom a more competent authority could hardly be found, distinctly says:—"I have complete faith in the standards of the University, and as the different grades of the departmental schools are subordinated so as to lead up to the University standards, I consider each school satisfactory in accordance as it fulfils its proper and defined functions."† The same view appears to be accepted by the Director of Public Instruction in Madras. On the whole, therefore, in the absence of any specific evidence to the contrary, we may, perhaps, be justified in concluding that the test applied by the University to the efficiency of the higher institutions in each Presidency is both just and uniform, and that, without such a test, there would be nothing to register the progress of the year.

"This table shows that 34 candidates passed, out of 57 sent up, that is to say, 59 per cent. of the candidates passed the examination. But of these 59, I find that 1½ only passed in the 1st Division, 31½ in the 2nd, and 26 in the 3rd. The deduction is obvious that we have as yet attained mediocrity only according to the standard of the Calcutta Examiners. I could wish this were less arbitrary. It varies year by year, and that the shears become sharper as the number of candidates becomes greater is the only definite observation possible. The idiosyncracies of one Examiner may throw the statistics of years into confusion. For example, the Examiner in History might set a paper which would pluck the candidates at all schools, except those where the teacher happened to have laid stress on the Examiner's favourite pieces. It is, therefore, with some hesitation that I record the above figures as an index of progress."

An equally important and perhaps more interesting subject of inquiry would be whether the standards of the universities are the same in the three Presidencies, and whether university distinctions represent the same average degree of progress in the student, or in what respects they may differ. In connection with this point, the following remarks have been made by the Director of Public Instruction in Bombay:—

"The leading fact which, I think, discloses itself in comparing the universities of Calcutta and Bombay, and which is very interesting, is that there is a difference of kind between

* The Report of the Madras Syndicate is embodied in the Director's' Report.
† Report for 1865-66.

between these two universities corresponding to the difference between Cambridge and Oxford. The Calcutta University has been, I believe, chiefly moulded by Cambridge men, and the Bombay University has certainly taken its direction from a preponderance of Oxford men among its founders. The result of this difference of direction has been (amongst other things) to give a preponderance to mathematical and physical studies in Calcutta, and to historical and philosophical studies in Bombay. The effect of the different spirit of the two universities upon the mind of Eastern and Western India will remain to be seen in the future; but as yet, I am humbly of opinion, that neither university has any very great cause for self-gratulation. We are both, it seems to me, in complete infancy, and have much in our development that requires careful attention."

88. There is in one point of view something striking in these universities and in the collegiate systems of which they are the centre. In their scheme of examination, and in the long calendar of graduates and undergraduates, and university distinctions, they suggest the analogy of Oxford and Cambridge, but one should bear in mind that, whereas in England such an education can only be obtained by the comparatively wealthy, it is freely offered in this country mainly by the munificence of the State and not by private endowment, in institutions which are either purely State charities, or are very largely aided by the State; and that the cost to the student is never more than 24 shillings a month in Bengal, the highest charge at the Presidency College, while in the higher schools of Bombay, Madras, the North-Western Provinces, the Punjab, and Oude, the charge varies from three shillings to three-pence a month; and that all this is done to put a subject race on a level with a dominant race; and that during a mutiny in which the resources of the dominant power were sorely tried, these universities continued to hold their examinations and the educational machinery worked on as before; and that afterwards, when financial deficits came, and stringent reductions were made, and the burden of new and personal taxation was imposed, not only was there no proposal to decrease the State's bounty to education, but every year made a large addition to it. All this seems to show a steady adherence to the cause of education that should not pass unnoticed.

General remarks on statistical tables continued.

89. I now continue the general remarks suggested by the statistical tables, but I must repeat that these tables can only give a rough and approximate idea of the state of education in each province, and do not enable any precise comparison of details to be drawn between different provinces. Before this can be done, a uniform series* of forms must be provided, and the educational authorities throughout India must agree to use certain denominations, and to attach specific meanings to them. So long as denominations differ, and we read in different reports of provincial schools, taluq schools, zillah schools, high schools, lower schools, hulkabundee schools, &c., and so long as no specific and uniform standard of examination is applied to each class of schools, all but the most general comparisons of province with province, based on clear and broad facts, are, I think, not only quite false, but delusive. Even in the Bengal Presidency, directly we leave the university standard, the element of uncertainty begins; much less can comparisons be drawn between institutions presided over by different universities.

In this Note I mean by a higher class school one that educates up to the university entrance examination; a middle class school, one that does not educate up to the university standard, but is above the schools designed for the masses; and a lower class school, one designed primarily for the masses.

Bengal.

90. Bengal will be found to keep its prominent position, both in regard to the facilities of higher education of all kinds which it offers, and the appreciation shown for such education by the natives. This is evident from the fact that, of the 1,350 candidates for university entrance examination, 1,147 were from Bengal alone; and of these, 561 were successful of the total 638 successful candidates. In the First Arts examination, Bengal sent in 120 successful candidates out of 131; in the B.A. examination, 58 out of 60; and in the M.A. examination, 18 out of 22. In Bengal the law classes of the Presidency and Hooghly Colleges are not only self-supporting, but yield a considerable surplus; and the Medical College, especially the vernacular department, is highly popular.

91. But

* This is a great desideratum. A set of forms were ordered for general adoption in 1856, but many of them have become obsolete, and a revision of them is urgently required. I would suggest an Educational Congress to report on the question of university standards, school standards, and statistical forms.

91. But this pre-eminence is not attained without a sacrifice in another direction. From the tables annexed in the margin it will be seen (1) that the annual cost incurred in the salaries alone of officers engaged in direction and instruction in the higher educational institutions, general and special, in Bengal, excluding high schools, is far larger than that in any local government; and that (2) the annual expenditure from public funds on schools of the lower class, Government or aided, is far lower than in any local government, except Madras. Hence, Bengal is the province of the most marked educational contrasts. On the one hand, we find a comparatively small number of students being instructed, mainly at Government expense, in the languages and the philosophy of the West, and engaged in the pursuit of university distinctions; side by side are schools for the masses, receiving no aid from Government, where the pupils are taught to scratch letters in the dust,* and to write on palm leaves and plantain leaves, or to recite "rules of Sanscrit grammar,"† and "strings of Sanscrit texts," as a substitute for primary instruction. In the central division alone, which includes the presidency town, the inspector reports the existence of 699 schools with 20,641 pupils, "which have not yet been taken up by the Government or by any society;" and he believes these numbers to fall very far short of the truth.

No. 1.

Provinces.	Number of Appointments.	Salaries per Annum.*
		Rs.
Bengal	75	5,36,679
Bombay	57	2,54,652
Madras	25	1,16,324
North-Western Provinces	12	96,900
Punjab	12	91,692

* In these appointments it does not appear whether the strong claims put forward in 1854 in behalf of practical agriculture have been recognised.

No. 2.

Provinces.	*Rs.*
Bombay	3,93,036
North-Western Provinces	3,37,439
Punjab	1,67,344
Bengal	1,03,071
Madras	46,038

Of course it may be urged that a contrast, more or less similar, may be drawn in other provinces, and that there is a large number of intermediate schools between the two extremes; but, looking to the comparative expenditure on the two extremes, and to the fact that there is not as yet any generally adopted system of primary instruction in Bengal, it seems allowable to say that the contrast is most marked in Bengal.

Again, in the report of the Director, it is striking to see the difference in the way in which the subject of elementary education is treated from that of the reports of other provinces. In Bombay and Northern India generally, inspection appears to be the most laborious duty of the directors,‡ who write from personal experience of what they have seen on their tours, and of the classes on whom the operations are telling. In Bengal the distances are so great, and the operations so small and so partial, compared with those of higher education, that the subject gets but little notice from the director, and if it were not for the inspector's reports, one would almost infer the director to be for English instruction only, and that there must be another director for the vernacular, or that there can be no system of elementary education at all. But this, as I have shown above, is far from being the case. Still it is clear that in Bengal the theory of the "downward filtration of education" is most systematised and has its best chance of success. In Bengal the direct instrumentality of Government is mainly brought to bear on the few, whereas in other provinces there are means of getting at the masses not partially, and as an experiment requiring special and additional officers to carry it out, but all over the country as a strong and distinctive element of the regular educational system.

Paragraph 2.

Paragraph 10.

Despatch of 1863.

But it was proposed in this Note to test ascertained facts, not by individual theories of what is, or is not, the best channel for educational operations, but by existing orders. It may perhaps, therefore, be asked, in the words of the Despatch of 1854, how far does the Bengal system tend "to confer those vast, moral, and material blessings which flow from the *general* diffusion of useful knowledge?" There is "satisfactory evidence of the high attainments in English literature and European science in the few," but how does the system "provide for the extension to the general population of those means of obtaining an education suitable to their station in life which had theretofore been too exclusively confined to the higher classes?" What becomes of all these highly

* *See* Mr. Woodrow's description of an unaided village school in Bengal, Report for 1859–60.

† Inspector's Report for 1866–67, page 157.

‡ While these sheets were passing through the press, the designation of the Director of Public Instruction in the Central Provinces has been changed, at the Chief Commissioner's request, to "Inspector General of Education."

highly educated young men from Bengal whom the University turns out every year? Are they, as in England, absorbed into the channels of everyday life, with a satisfactory or even perceptible result? Are they to be traced, as in England, in a liberal and enlightened Native press? Do Native gentlemen, like English gentlemen, return to their zemindaries* from a university career, to spread around them the reflex of the enlightenment they have received themselves? Does the process of highly educating a few, and leaving the masses, tend to increase or to diminish the gulf between class and class? Are there any indications of a decrease in crime, or of a dawn of intelligence in the agricultural classes of those districts where the mass schools "have not been taken up by Government or by any society," and where education only "filters?" In short, is the theory of "downward filtration" answering? Such questions will occur to any one who sees how the public expenditure on education is annually distributed, and how comparatively few are the recipients of the larger share of the State's bounty in Bengal.

92. I do not, of course, venture to say, on an imperfect knowledge of the facts, that these questions cannot be satisfactorily answered. On the contrary, if they can be satisfactorily answered, and education does, as a matter of fact, "filter" downwards in such a degree as to supersede the necessity of more direct instrumentality of Government, it will, I think, be generally admitted that the ultimate object of the Despatch of 1854 is as much in course of realisation in Bengal as elsewhere. But even in this case some authoritative expression of opinion seems required, as to the grounds of the continuance of one system in the Bengal Presidency in such strong contrast to the rest. The director, as we have seen, has advanced a claim for the purposes of education to 2 per cent. of the total revenues collected in Bengal, but might not a juster claim, supported by the precedents of Northern and Western India, be advanced in behalf of the masses, that at least 1 per cent. of the land revenue be exclusively devoted to them?

93. But to return to an examination of the statistical tables:—

In the number of the higher schools, and in the proficiency of their pupils, the same pre-eminence is apparent. The point is strongly put by Mr. Woodrow, the Inspector of the Central Division:—

"The eastern portion of Hooghly contained schools which sent to the Entrance Examination more successful students than were sent from all the schools, Government or private, aided or unaided, in the Punjab, the North-Western Provinces, Oude, Ajmere, and the States of Rajpootna, the Central Provinces, Behar, and Orissa. These vast territories form the whole of Northern India, and in their extent, population, wealth and power, constitute fully a half of Her Majesty's possessions in India and the East. Yet these regions passed only 82 in 1865 and 97 in 1866; while a portion of the little county or zillah of Hooghly passed 91 and 119 in the same years. In higher examinations, Hooghly was more successful, and, I believe, passed six for every one from Northern India."

94. In fact, there can be no question that an honourable and lucrative career in law, medicine, or the public offices is open to the Natives of Bengal who can take advantage of the facilities offered to them; and that hence a higher education, including a knowledge of "the language of good appointments," has a well understood market value, and is in large demand. Notwithstanding this, the Director's Report shows that the Government higher-class English schools absorb more than 16 per cent. of the total annual expenditure, whereas the Government Middle-class Vernacular and Lower-class Vernacular schools receive only 2·05 and 1·01 of the expenditure respectively. It seems, therefore, quite open to doubt whether the direct patronage of the State flows most in the channel where there is the greatest need for it, and whether the expenditure on the higher Government institutions might not gradually but largely be withdrawn, and the funds be utilised in the extension and improvement of the lower institutions. In connection with this point I will quote a suggestive passage from the Report of the Inspector of the South-west Division:—

"*Middle Class Schools under Missionary Bodies.*—The two schools of this class are the mission school at Midnapore and the Cuttack mission school. The former of these not actually

* The Director's Report shows that 30 per cent. of the students at Government colleges are sons of zemindars, talookdars, and persons of independent income. In private colleges the proportion is 26·6 per cent.

actually looked after by missionaries, though, as it bears the name 'Mission' school, I have placed it under this head. It is kept up by schooling fees and local subscriptions amongst the European residents of the station, supplemented by a Government grant. It fulfils an important duty, inasmuch as it enables a number of poor boys to obtain a certain amount of English education at a low rate of payment, at the same time it in no way interferes with the Government zillah school, which is *in every respect* superior to it. No lad who can afford to pay for education in the Government school thinks of going to the mission school, though, on the other hand, it sometimes happens that boys who have obtained an elementary education at what is comparatively speaking a very slight cost, join the Government school when they can learn no more in the mission school, and in that school study up to the University Entrance standard.

"Very nearly the same may be said of the Cuttack misson school, except that it is looked after by the missionaries there, and is in every way a better managed institution than that at Midnapore."

95. From this it would appear that there is a demand for higher education at Midnapore and Cuttack, and that the demand is met by the establishment of purely Government schools, which stand side by side of Missionary schools. Now, the cost to the State of every boy's education at a higher Government school is 25 rupees per annum, whereas the similar cost at a higher aided school is *Rs.* 6. 5. per annum, and the question naturally occurs, whether it would not be possible, at a far less cost to Government, to improve these aided schools, so as to enable them to supply the local demand entirely. Such a measure would seem to be in accordance with the intention expressed in paragraph 61 of the Despatch of 1854:—"We desire to see local management under Government inspection and assisted by grants-in-aid taken advantage of wherever it is possible to do so, and that no Government colleges or schools shall be founded for the future in any district where a sufficient number of institutions exist, capable, with assistance from the State, of supplying the local demand for education."

The point is not noticed in the Director's report, but it is possible that there may be other cases like Cuttack and Midnapore.

96. I do not wish to be understood to intimate that there is not a large development of the grant-in-aid system in Bengal for the purposes of higher and middle class education. On the contrary, I annex statistics to show how large the development is; but I would suggest the inquiry whether, in a province where such a large private agency is at hand, the grant-in-aid expenditure from Imperial funds bears anything like a fair proportion, especially in the higher schools, to expenditure on purely Government institutions.

Aided Schools.	Cost to Imperial Funds.	Government Schools.	Cost to Imperial Funds.
	Rs.		*Rs.*
Higher Class, English - -	49,974	Higher Class, English -	1,88,542
Middle Class, English - -	94,835	Middle Class, English -	20,633
Middle Class, Vernacular -	70,451	Middle Class, Vernacular -	31,652
Total - - - *Rs.*	2,15,260	Total - - - *Rs.*	2,40,827

This table should be considered in conection with the fact that from the first it was intended that higher and middle class Government schools should not be the media for the general education of the people, but should be models* only, to be superseded gradually by schools on the grant-in-aid system. In the Education Report for 1856-57, this view was distinctly put forward in the following extract:—"Where in consequence of the increasing demand for English education we find, as we sometimes do, a difficulty in preventing the Government school from being overcrowded, the fee levied is gradually raised, and inducement and opportunity are thus afforded for the establishment in the neighbourhood of one or more private schools under the grant-in-aid system, which schools may in time be enabled to supplant the Government school."

* Despatch of 1859, paragraph 46. Despatch, dated 23rd January 1864, paragraph 6.

An inquiry might, perhaps, be made, whether in a province where education is so far advanced and so appreciated as in Bengal, and annual expenditure of

4,43,764 rupees, of which Government pays 2,40,827 rupees, is still required for higher and middle class schools as models.

97. As regards the higher classes, then, there can be no doubt that success has largely attended the educational system in Bengal; but testing all the results, as proposed above, by the standard laid down in the Educational Despatches of 1854 and 1859, I think that the following inferences may be drawn:—(1), that although it was considered in 1854 that the efforts of the State had up to that time been exclusively directed to the higher classes, and that after the establishment of universities, enough would have been done for those classes, the direct operation of the educational system is mainly upon the same classes still; (2), that although the grant-in-aid system has, in accordance with the directions contained in the Despatch, been defined in a body of rules which have been made publicly known, and have resulted in a very large increase of educational operations, especially in middle class schools, the increase has involved so much additional charge to the State, and the expectations held out in 1854 of closing Government institutions, and so contributing to a still further development of the rules, have not as yet begun to be realised; (3), that one main object of the Despatch—the provision of primary instruction for the masses—has not yet been secured, and there is no fixed system, based on "the direct instrumentality of Government," from which its attainment can with any confidence, and at any reasonable cost to the State, be expected.

98. A general review of the state of the educational system in this province will be found in the last paragrah of the Director's Report. As compared with Bengal, the facilities of higher education are fewer, and more dependent on the direct instrumentality of Government, and less is done by private exertion and liberalty. This is alleged to be owing chiefly to the numerical weakness of missionary bodies in Western India, and is shown in the small proportion as compared with other provinces which the grant-in-aid expenditure bears to the whole Imperial expenditure. In Bombay, the director claims that greater attention has been paid to the introduction of regular standards of examination under which all pupils, both in Government and aided institutions, are tested and returned, also to the application of the same scale of standards to the classification of schools, no boy being allowed to enter a high school until he has passed a certain examination. In Bombay the English system of payments by results has been introduced, both into private institutions and into those for primary education, and though this system has not yet worked long enough to enable any decided opinion to be formed of its merits, its progress, so far, appears to be most encouraging. But by far the most successful feature in the connection of the State with education in this Presidency is the establishment and progress of the educational cess, a full account of which I have given above. The cess bids fair to solve the great problem of the Despatch of 1854—education for the masses; and it is owing to this cess that the statistics of education in Bombay when tried by the standard of the Educational Code will not be found wanting, except in the two points of female education and the development of the grant-in-aid principle, to both of which the attention of the educational authorities during the current year has been especially directed.

Bombay.

Paragraph 27 of Report.

99. The main educational feature in Madras is the large operation of the "teachers' certificate system," for an account of which I must refer to paragraphs 372-373 of the compilation for last year, and for the grant-in-aid rules attached thereto. The working of this system during the year under review will be found in detail in the extract from the Director's Report and in the correspondence in the Appendix. Looking now at the statistical tables, we find success and failure in the same points as in Bengal; but as far as can be gathered from mere statistics, the success would seem to be less, and the failure greater. The institutions for the upper classes are numerous and well attended, but they are far fewer, in proportion to population, than in Bengal; and the lower schools seem altogether inadequate to supply the requirements of the Presidency, the proportion of pupils to population being lower in Madras than in any part of British India. In elementary education the greatest success has attended the system of payment for results, but it is doubtful whether, without a general cess, as in Bombay, this system is capable of being extended at any reasonable cost over a large population, and it has the inherent defect, before

Madras.

before referred to, of making the action of the State "the handmaid and follower only" of private enterprise, and does not supply education where the need is most urgent. The other system based on the Educational Act of 1863 is very slow in its operation, and is not always worked harmoniously by the district and the educational authorities. Great strides have been made in other provinces during the last few years in the extension of education generally, and more especially of primary education, but Madras does not appear to have progressed with the rest. The cause of the shortcoming is very difficult to define, as the educational reports of this Presidency show no lack of zeal and ability in the department. I venture to suggest three reasons for the state of affairs which the statistical tables indicate. The last few * years have not been years of prosperity in Madras, as they have been in Northern and Western India, but years of famine, pestilence, and calamity. The people have had a hard time to live, and there has been little surplus energy or money for education; (2) there is no evidence in the reports of the same hearty and cordial co-operation between the district and educational authorities which distinguishes the reports from the Punjab, Oude, or the Central Provinces, where the district officer appears to be considered as responsible for the state of education in his district as he is for any other feature in his † administration. On the contrary, in the working of the Educational Act, there is evidence of occasional collision in Madras. Lastly, not only do the masses fail to receive anything like their "proportionate share" of public expenditure, but the total Imperial expenditure in Madras is far smaller in proportion to population than that in any other province; and hence, possibly, enough has not been done "to place the benefits of education plainly and practically before the people." On such a point no degree of certainty can, of course, be gathered from statistics, but there may be some significance in the fact that the private donations and endowments in Madras, with a population of 28 millions, do not bear any proportion to the amount contributed by the eight millions in Oude.

* *I.e.*, from 1862-63 to 1866-67.

STATISTICS.

Return of private donations and endowments from which aid was received by the Department of Public Instruction during 1866-67:—

	Rs.	*a.*	*p.*
Madras - - - -	1,770	12	-
Oude - - - -	51,809	14	-

North Western Provinces.

100. The statistics of education in these provinces, seem, on the whole, and excepting female education, to correspond very fairly with the principles laid down in the Educational Code. Undoubtedly, as stated in the note for last year, the means of education for the higher and middle classes are comparatively meagre, but progress is being made in this direction, and there is nothing to show that the facilities offered are not adequate to the demand. An educational system which begins at the base, but produces a society like the Aligurh Institute, cannot be said to be making no progress among the higher classes of the community. The Director's summary at the close of his Report gives a fair *résumé* of the operations of the year, and we may perhaps include, in the more satisfactory features of the system, the consolidation of the local cess on a permanent footing; the improvement, as tested by the University returns, of the character of the higher class of education, and in the number of those who avail themselves of it; the warm co-operation aroused in the community, and the establishment of local bodies in which it can work intelligently and directly; and I would add, the evidence of something like a healthy English ‡ public school spirit, no unworthy tribute to the personal influence of the Director.

Punjab.

101. In this province the efforts of the State in the cause of education have been equable, and not unduly or too exclusively directed to any one section of the community, and hence they appear to be marked by an uniform degree of success. While elementary education has been placed on the sound and permanent basis of the cess, female education has not been neglected as in Bombay and Madras, and higher class education has received more facilities than in the North West. The Educational Department in the Punjab is comparatively young, but on all points its action seems most to carry out the principles laid down in the Despatches of 1854 and 1859. The only failure which the statistics

† This view will be found most prominently put forward in the orders of the late Chief Commissioner of the Central Provinces upon the annual reports.

‡ The score of a cricket match and an account of athletic games will be found in the Report for 1865-66.

statistics disclose is the very high cost to Government of college education; and it is difficult to avoid the conclusion that the establishment of these colleges, before the zillah schools had been sufficiently long in existence to supply them with students, was premature. The Punjab Government and the educational authorities attribute this want of success to the paucity of Government scholarships, it having been ruled that only one-third of the matriculated students of each year are to be provided with scholarships from the Imperial funds, one-third being the proportion allowed in Bengal. The correspondence will be found in the Appendix. In the Report for the year, the Director complains of the want of "liberal scholarships on which college students can support themselves and their families during the four years of college study;" in other words, a scholarship in the Punjab is not to be competed for and given as the reward of distinguished merit, but is to be a payment made by Government to induce students to receive from Government the advantage of a costly education. But it may be observed that so large an appropriation of Imperial funds to the benefit of the few, and calculated to create an artificial demand for a higher order of education than the community generally cares for, would seem to be opposed, not only to the theory of education propounded in the Despatch of 1854, but also to the previous policy of the State. In Macaulay's well known Minute of 1835, on the study of Sanscrit and Arabic, written by him after being appointed President of the Council of Education, there is a passage which, *mutatis mutandis*, seems so applicable, that I will quote it at length:—

"I can by no means admit that, when a nation of high intellectual attainments undertakes to superintend the education of a nation comparatively ignorant, the learners are absolutely to prescribe the course which is to be taken by the teachers. It is not necessary, however, to say anything on this subject; for it is proved by unanswerable evidence that we are not at present securing the co-operation of the natives. This is proved by the fact that we are forced to pay our Arabic and Sanscrit students, while those who learn English are willing to pay us.

"I have been told that it is not the fashion for students in India to study at their own cost. This only confirms me in my opinion. Nothing is more certain than that it never can, in any part of the world, be necessary to pay men for doing what they think pleasant and profitable. India is no exception to this rule. The people of India do not require to be paid for eating rice when they are hungry, or for wearing woollen cloth in the cold season. To come nearer to the case before us, the children who learn their letters and a little elementary arithmetic from the village schoolmaster are not paid by him. He is paid for teaching them. Why then is it necessary to pay people to learn Sanscrit and Arabic? Evidently because it is felt that the Sanscrit and Arabic are languages the knowledge of which does not compensate for the trouble of acquiring them. On all such subjects the state of the market is the decisive test."

102. A question has recently been raised, but not yet, I think, officially put forward, whether another university is not required in the Bengal Presidency, and undoubtedly the strong vernacular element in the educational systems of Northern India is very inadequately represented in the Calcutta institution. I do not venture to offer an opinion as to whether there is or is not any immediate necessity for the measure, but the condition of the colleges in the Punjab would seem to be a standing example of the danger of any step in advance of actual requirements.

Oude and Central Provinces.

103. In Oude and the Central Provinces the establishment of organised departments is so recent, that the progress and prospects of education, as shown in the Directors' Reports, rather than the numerical results, as shown in the statistical tables, will best claim our attention. It may perhaps, however, be said that, in all points, these provinces are working steadily up to the standard laid down in the Despatches of 1854 and 1859.

Hyderabad Assigned Districts and British Burmah.

104. In the Hyderabad Assigned Districts and in British Burmah the departments, on an organised system, are comparatively in an initiatory stage, and the reports of next year must be awaited before we can learn the direction in which their educational operations will work. In neither province has there been as yet any educational cess or system of primary instruction; but in British Burmah, the Chief Commissioner has pointed out the Bhuddist monas-

teries, the indigenous schools of the country, as a good ground-work for the future establishment and extension of the scheme. The Hyderabad Assigned Districts have in some degree shared with Bombay in the profits of the cotton trade, and have been exempted from the calamities which have more recently overtaken some portions of Southern and Eastern India. The propriety of the establishment of an educational cess will no doubt be considered during the year.*

Notable facts in the year.

105. The most important educational facts of the year under review will be found in detail in the extracts from the Reports of the Directors given below. Among them may be mentioned Miss Carpenter's visit to India, and the stimulus given thereby to the cause of female education; the establishment of local educational Committees in the North Western Provinces; the means of education opened for European and Indo-European children in Bombay; the progress of the cess; the steps taken towards the education of native princes; and Professor Bühler's tour in search of Sanscrit manuscripts in the same Presidency.

"Gilchrist Educational Trust" Scholarships.

106. As a matter of general interest, it may be mentioned that the trustees of the "Gilchrist Educational Trust" having expressed a wish to establish two annual scholarships of 100 *l.* each, tenable for three years, to be held by natives of India at the Universities of London and Edinburgh, the Government of India asked for the opinion of local Governments as to the best mode of giving effect to the plan. It was suggested, in reply, that it was necessary to notify the scheme in the "Gazette of India" and the Gazettes of the several Presidencies for general information, and that the selection of candidates from each province and the conduct of the examinations should be made by officers of the Educational Departments. The local Governments were, however, unanimous that the inducements offered were not likely to attract any large number of candidates, as a stipend of 100 *l.* was not enough to enable a native student to proceed to England or Scotland for a three years' course, since nearly two-thirds of the whole amount would have to be expended on the voyage to and fro, and only one-third would remain for his support. It was added that if the trustees had the means of expending 600 *l.* a year on the higher education of natives of India in England, it would probably be more advantageous to endow one annual scholarship of 200 *l.* tenable for three years, and to assign it to each of the three Presidency towns in turn; and that, in that case, the trustees might not be unwilling to connect the Gilchrist scholarship with the three Indian Universities, and leave the selection and examination of candidates to those bodies. The scheme was sent back to England with these and other minor proposed modifications, and the final decision of the trustees will be found in the Appendix.

Conclusion.

107. In conclusion, it may be noted that the year has been marked by the deaths of three officers in the Educational Department, two in the Punjab, and one in British Burmah; of the former, the Punjab Government writes as follows:—

"The Lieutenant Governor has to notice with deep regret the loss, by death, of two members of the Educational Department of this province, of Mr. Hutton, Inspector of Schools, Frontier Circle, who died of small-pox at Hurripur, and of Major A. R. Fuller, R.A., Director of Public Instruction, who was unfortunately drowned while *en route* from Murree to Rawul Pindee. Major Fuller was appointed Director of Public Instruction in succession to the late Mr. W. D. Arnold in 1860. The subjoined statistics will show to some extent the great progress education has made in this province during the period of his incumbency of the office of Director of Public Instruction, and bears testimony to the ability and efficiency of his administration; but his Honor desires further to place on record his high appreciation of the conscientious and indefatigable manner in which the late Director discharged the important duties of his office, and his sense of the great

* The cess has now been introduced by the late Resident Sir R. Temple, and on the model of the cess in the Central Provinces, its present limit being one per cent. on the land revenue.

great loss the Educational Department of this province has sustained by Major Fuller's untimely death.

	1859-60.	1866-67.
	No.	*No.*
Number of students matriculated at the Calcutta University	- -	114
Number of scholars attending—		
Zillah schools	723	6,753
Village schools	27,264	45,298
Number of teachers receiving training in normal schools	75	236
	Rs.	*Rs.*
Total amount of fees paid by scholars of Government schools, &c.	1,134	17,477
Amount expended in grants-in-aid to private institutions (on recommendation of Director)	8,960	1,36,254
	No.	*No.*
Number of scholars attending private grant-in-aid institutions	1,424	17,272
Total number of persons receiving instruction in Government and aided institutions	42,388	86,608 "

The death of Mr. Hough, the first incumbent in the office of Director of Public Instruction in British Burmah, is thus recorded by the Chief Commissioner:—"The first Director of Public Instruction, Mr. G. Hough, was an officer eminently fitted to conciliate and encourage both teachers and pupils. His high sense of the importance of the work before him impelled him to continue in the discharge of his duties at a time when he should have sought change of climate and respite from his labours. By his death the Burmese youths have lost a true friend, and the service a valuable officer."

108. Having now attempted to show what are the principles of the Indian Educational Code, and what are the most noticeable points in the statistics of education as tested by these principles, I proceed to give extracts from the Annual Reports. It is to them that I must refer for information in detail of the operations of the year.

Arthur Howell.

February 1868.

PART II.

EXTRACTS FROM ANNUAL REPORTS.

EXTRACT from the REPORT of the Syndicate of the Calcutta University, 1866-67.

THE usual examinations have been held during the year in Arts, Law, Medicine, and Civil Engineering.

Soon after the result of the examination of entrance candidates in 1865 was published, Sir Cecil Beadon drew the attention of the Syndicate to the fact that out of 1,500 candidates only 510 had passed, and suggested that some check should be imposed on the admission of candidates to future examinations who were not likely to pass. The Syndicate concurred in thinking it desirable to exclude from the examination candidates of whom there was no reasonable likelihood that they would pass, and recommended that the form of certificate for admission to the examination should be altered in such a manner as to require from teachers an expression of opinion as to the fitness of their candidates to undergo examination. In accordance with the recommendation of the Syndicate, the Faculty of Arts, and subsequently the Senate, adopted the form of certificate for entrance candidates, which is given at page 20 of the Minutes. At the same time a proposal to divide the successful candidates at the entrance, First Arts and B. A. Examinations, into three classes, instead of two classes, was adopted. The standard of marks for the first class has not been altered, but the second class consists of students who occupy a mean position, as regards marks, between those of the first and third classes. This subdivision of successful candidates will not only afford a better discrimination between the merits of those who pass, but will also aid educational authorities in classifying the schools in their respective provinces.

The new form of certificate for entrance candidates was required at the examination of this year, and, as might have been anticipated, fewer candidates were sent up. There were 1,350 candidates, of whom 638 passed, 48 were absent, and 664 failed. Of the passed candidates, 76 were placed in the first class, 299 in the second, and 269 in the third class. Of the 664 candidates who were rejected, 530 failed in English, 91 in the second language, 359 in History and Geography, and 346 in Mathematics.

For the first examination in Arts there were 426 candidates, of whom 131 passed, 43 were absent, and 252 failed. Of the passed candidates, 14 were placed in the first class, 44 in the second, and 73 in the third class. Of the rejected candidates, 147 failed in English, 96 in the second language, 174 in History, 155 in Mathematics, and 136 in Philosophy.

There were 141 candidates for the degree of B. A., of whom 60 passed, 12 were absent, and 69 failed. Of the successful candidates, 10 were placed in the first class, 28 in the second, and 22 in the third class. Of the rejected candidates, 29 failed in English, 2 in the second language, 37 in History, 41 in Mathematics, 48 in Mental and Moral Science, and 24 in the optional subjects.

These results show a higher per-centage of failures at both the higher examinations in Arts than last year.

The Syndicate have therefore deemed it desirable to propose an alteration in the form of the certificate of candidates for these examinations, which will enable heads of affiliated colleges to keep back candidates who are not, in their opinion, likely to pass. The Faculty of Arts have approved of the change, and it is now submitted to the Senate for their sanction.

There were 31 candidates for Honours in Arts, of whom 18 passed, 5 being placed in the first class, 6 in the second class, and 7 in the third class, and 4 were absent.

There were also 8 candidates for the degree of M. A., of whom four passed.

At the examination in Law there were 53 candidates, of whom 22 were passed for the degree of Bachelor in Law, and 14 for a License. Of the latter, 5 were subsequently declared to be entitled to the degree of B. L., under Clause 7 of the B. L. regulations.

Two candidates appeared for Honours in Law, and one of them passed in Mercantile Law and in International Law.

At the examination for a License in Civil Engineering there were 9 candidates, all of whom failed.

The were 46 candida[illegible] for the first examination in Medicine, of whom 18 passed in the second division. A[illegible]he second examination in Medicine and Surgery, there were 20 candidates, of whom [illegible] were passed in the first division, and 11 in the second.

Mr. Premchand Roy[illegible]hand's munificent donation of two lakhs of rupees has been invested in 5 per Cent. Government Securities, and, at a meeting of the Senate on the 21st July, a plan for the appropriation of the proceeds of this endowment in the foundation

Note.—This compilation is intended to give the gist of each report in a convenient form unencumbered by purely local details or voluminous statistics.—*A. H.*

tion of studentships, to be named after the donor, was adopted. The details of the scheme are given at page 23 of the Minutes.

The Committee of the Duff Memorial Fund offered to transfer the money in their hands to the University for the purpose of founding four scholarships, to be awarded upon the result of the first examination in Arts, and the Senate have accepted this benefaction from the subscribers.

The syndicate have referred to the Faculty of Arts, for consideration and report, the question of introducing some uniform system for the spelling of Indian proper names in the Roman character, and a sub-committee of the Faculty has been appointed to make a report.

The Syndicate have conceded to pupil teachers in Government training schools, on condition of their having served for a full period of two years as pupil teachers or schoolmasters after passing the entrance examination, the privileges of schoolmasters as regards admission to the first examination in Arts. The certificates of such candidates must, however, be countersigned by the Director of Public Instruction.

The present system of admitting private students to the entrance examination, upon certificate signed by deputy inspectors of schools, has not been found to check the admission of candidates, who are quite unfit to go up to the examination, and the Syndicate propose to require that such certificates in future be signed by the principal of an affiliated college, or by one of the inspectors of schools, and the sanction of the Senate to this change is now solicited.

The question of levying a fee for admission to the examination of honours in Arts has been considered, and with the approval of the Faculty of Arts, it is proposed that a fee of 50 rupees be payable for admission to all future examinations.

The Syndicate desire to take this opportunity of recording the sorrow which they have felt at the great loss which the University has sustained by the premature death of the Lord Bishop of Calcutta. This is not the place for a detailed enumeration of the many excellent qualities by which the late Metropolitan was distinguished. But in common with all who ever had official relations with Bishop Cotton, the Syndicate had frequent occasion to observe and admire his ready solution of difficult questions, his conciliatory and generous spirit, his ripe and varied experience, and his large and liberal treatment of all matters arising out of the great objects of university education. The Syndicate therefore desire that this imperfect testimony to the memory of Bishop Cotton be placed on record in their Minutes.

The Honourable H. S. Maine has retired from the Vice Chancellorship, having discharged the duties of that office for double the period for which it is ordinarily held. Mr. Maine's extensive and varied information, his correct and classical habits of thought and speech, and his familiarity with the scope, object, and details of the university system prevalent in England, singularly qualified him to preside over the University of Calcutta. These eminent qualities have been repeatedly acknowledged by the Government, and by the public interested in the progress of education, and the Syndicate cannot allow this occasion to pass without formally placing on record their testimony to the great value of Mr. Maine's services during the term of his high office, extending over the past four years.

The following is a statement of the receipts and disbursements of the University, from 1st May 1866 to 31st March 1867:—

RECEIPTS.

				Rs.	a.	p.
From Government						
				43,028	3	6
Fees.						
	Rs.	a.	p.			
Entrance Examination	13,500	–	–			
First Examination in Arts	8,520	–	–			
B. A. Degree Examination	4,230	–	–			
M. A. Degree Examination	400	–	–			
B. L. Degree Examination	1,410	–	–			
License in Law Examination	300	–	–			
L. M. S. and B. M. First Examination	240	–	–			
L. M. S. and B. M. Second Examination	410	–	–			
Additional L. M. S. Fees	20	–	–			
L. C. E. Examination	220	–	–			
Fees for duplicate certificates	1	–	–			
Fines	1	–	–			
				29,371	–	–
Book Fund.						
Proceeds from the sale of University Publications				5,242	13	–
			Total Rs.	77,642	–	6

DISBURSEMENTS.

	Rs.	a.	p.	Rs.	a.	p.
Establishment	4,829	–	–			
Office rent	1,100	–	–			
Scholarships	3,752	–	–			
Contingencies	9,557	3	6			
Remuneration to Examiners	23,790	–	–			
				43,023	3	6
Paid to the General Treasury, as per sub-treasurer's receipts No. 5/578 of 11th August 1866, No. 5/1387 of 19th January 1867, and No. 5/1861 of 26th March 1867				34,613	13	–
TOTAL - - Rs.				77,642	–	6

NUMBER of CANDIDATES at University Examinations, and the Number Passed in each Year since 1857.

	Entrance.		First Examination in Arts.		Bachelor of Arts.		Master of Arts.		License in Law.		Bachelor in Law.		License in Medicine and Surgery.				Bachelor in Medicine.				Doctor of Medicine.		License in Civil Engineering.	
													First Examination.		Second Examination.		First Examination.		Second Examination.					
	Number of Candidates.	Number Passed.	Number of Candidates.	Number Passed.	Number of Candidates.	Number Passed.	Number of Candidates.	Number Passed.	Number of Candidates.	Number Passed.	Number of Candidates.	Number Passed.	Number of Candidates.	Number Passed.	Number of Candidates.	Number Passed.	Number of Candidates.	Number Passed.	Number of Candidates.	Number Passed.	Number of Candidates.	Number Passed.	Number of Candidates.	Number Passed.
1857	244	162	–	–	–	–	–	–	–	–	–	–	12	12	–	–	–	–	–	–	–	–	–	–
1858	464	111	–	–	13	2	–	–	–	–	19	11	40	24	–	–	–	–	–	–	–	–	–	–
1859*	1,411	583	–	–	20	10	–	–	–	–	20	3	31	12	–	–	–	–	–	–	–	–	–	–
1860	808	415	–	–	65	13	–	–	–	–	22	10	31	13	–	–	–	–	–	–	–	–	–	–
1861	1,058	477	163	97	39	15	1	–	7	2	17	14	16	7	20	14	–	–	–	–	–	–	10	6
1862	1,114	417	220	99	34	24	3	–	16	8	13	13	33	18	17	7	–	–	–	–	1	1	18	14
1863	1,307	690	272	149	35	25	7	6	19	9	15	9	35	16	19	14	–	–	–	–	2	2	–	–
1864	1,396	702	321	151	66	30	8	3	1	1	22	19	42	22	25	11	–	–	–	–	2	–	10	5
1865	1,500	510	446	202	82	45	15	11	7	5	17	17	34	14	20	18	2	2	–	–	1	1	5	2
1866	1,350	638	426	131	122	79	18	15	17	13	22	11	35	10	26	20	5	5	–	–	–	–	9	–
1867	–	–	–	–	141	60	39	22	17	14	36	22	44	17	18	15	2	1	2	2	–	–	6	6

Two Entrance Examinations in 1859.

EXTRACTS from the REPORT of the Syndicate of the Bombay University, 1866-67.

COMPARATIVE STATEMENT showing the Number of Candidates who Presented themselves, and who Passed at the following Examinations in 1865-66 and 1866-67.

EXAMINATIONS.	1865-66.		1866-67.	
	Presented.	Passed.	Presented.	Passed.
Matriculation	288	111	458	93
First Examination in Arts	50	29	59	21
B.A. Examination	25	10	36	15
M.A. Examination	7	4	8	3
Honours in Arts	2	2	—	—
LL.B. Examination	2	2	2	2
Honours in Law	2	2	—	—
First Examination for L.M.	5	4	—	—
Second Examination for L.M.	1	1	4	2
First Examination in Civil Engineering	-	-	3	2
TOTAL	382	162	570	138

(A.)—EXAMINATIONS.

I. *Matriculation Examination.*—At this examination, which was held in November last, 440 candidates were examined, of whom 93 passed the examination. Of these 69 were *Hindus, 18 Parsees, 4 Sindhis, and 2 Portuguese.*

The following information as to their place of education is collected from the candidates' own letters of application for permission to attend the examination:—

19 from Elphinstone High School.	2 from Poona Free Church Mission Institution.
16 „ Poona High School.	2 „ Sir J. J. Parsee Benevolent Institution.
9 „ Ratnagherry High School.	1 „ Ahmednuggur Government English School.
7 „ Free General Assembly's Institution, Bombay.	1 „ Baba Gokhlay's English School.
6 „ Surat High School.	1 „ General Assembly's Institution.
6 „ Bombay Proprietary School.	1 „ Kurrachee High School.
5 „ Ahemedabad High School.	1 „ Neriad Government English School.
3 „ Belgaum Sirdar's High School.	1 „ Nassick Government English School.
3 „ Dhoolia High School.	1 „ Poona College.
3 „ Hyderabad High School.	1 „ Poona Normal College.
2 „ Poona Engineering College.	2 „ Private tuition.
	93 in all.

II. *First Examination in Arts.*—There were 59 candidates who had applied for permission to appear at the examination, of whom 21 passed the examination. Of these 14 were from Elphinstone College, 4 from Poona College, and 3 from Free General Assembly's Institution, Bombay; 15 being Hindus, 4 Parsees, 1 a European, and 1 a Portuguese.

III. *Examination for the Degree of B.A.*—There were 36 candidates, of whom 15 passed the examination, 2 being placed in the first division, and the remaining 13 in the second division. Of these 9 were from Elphinstone College and 6 from Poona College; 9 being Hindus, 5 Parsees, and 1 a Sindhi.

IV. *Examination for the Degree of M.A. in English and Lat*—There were 3 candidates from Elphinstone College, of whom 2 passed the examinatio 1 being a Parsee and the other a Khoja Muhammedan.

V. *Examination for the Degree of M.A. in History and Philosophy.*—There were 2 candidates from Elphinstone College, 1 being a Hindu and the other a Parsee. They both failed to pass the examination.

VI. *Examination for the Degree of M.A. in Mathematics and Natural Philosophy.*—There

There was 1 candidate who passed the examination; he was a Parsee from Elphinstone College.

VII. *Examination for the Degree of LL.B.*—There were 2 candidates from Government Law School. They were both Hindus. They both passed the examination, and were placed in the second division.

VIII. *Examination for the Degree of L.M.*—There were 4 candidates from Grant Medical College, of whom 2 passed the examination, and were placed in the first class. They were both Hindus.

IX. *First Examination in Civil Engineering.*—At this examination, which was held for the first time by the University, 3 candidates, who were ex-students of the Poona Civil Engineering College, were examined; of these 2 passed the examination, 1 being placed in the first division and the other in the second division. They were both Hindus.

B.—University Meetings.

During the past nine months the aggregate number of meetings of the University have been 42; of which 3 have been meetings of the Senate, 10 meetings of the Syndicate, 4 of the Faculty of Arts, 3 of the Faculty of Law, 5 of the Faculty of Medicine, 5 of the Faculty of Civil Engineering; the remaining being meetings of the several Boards of Examiners and of the Board of Accounts.

C.—Alterations in and Additions to Regulations.

Since the last Convocation, the approval of his Excellency the Governor of Bombay in Council to certain alterations in, and additions to, the bye-laws and regulations mentioned in the last Report was received, and the regulations thus altered have been since acted on.

During the period under report, regulations for the Jam Shri Vibhaji Scholarship were submitted to the Senate, and were recently approved of by them, and will be submitted for the approval of the Governor of Bombay in Council.

A new set of regulations for the degree of Master of Civil Engineering were also approved of by the Senate, and will be submitted for the approval of the Governor of Bombay in Council; as also alterations which have been made by the Senate in Regulations 9 and 20 of Medicine removing General Physiology and Anatomy from the second to the first examination for the degree of L.M.

D.—University Prizes.

The Syndicate have to congratulate the University on the excellent working of the *Jugannoth Sunkersett Sanskrit Scholarships*. Twenty-one candidates presented themselves for examination; one scholarship of 25 rupees per mensem was awarded to Yeshvant Vásudev, Athalé, of Rátnagherry High School, and one of 20 rupees per mensem to Govind Shripat Shikaré, of Dhoolla High School. Both of these scholarships are tenable for three years.

The competition for other University prizes has not been so satisfactory. For the *Manockjee Limjee Gold Medal* only one essay was sent in, and this not having come up to the proper standard, the medal was not awarded.

The Homojee Cursetjee Prize also remained unawarded. The Syndicate, however, thought it expedient, for the furtherance of the purposes of the endowment, to award 50 rupees to Mr. Mánakji Nasurvanji Nánávati, for the comparative excellence of his poem, though they did not consider it worthy of the prize.

E.—Endowments and Benefactions.

In Letter No. 988, dated 8th October 1866, Government offered to the University an additional site in continuation northwards of the existing site, and the north-east corner fronting the entrance to Church-street. At the annual meeting of the Senate, held on the 22nd December 1866, it was unanimously resolved, "That the additional site offered by Government be respectfully accepted, with the best thanks of the Senate."

The

The following books were presented to the University Library during the period under review:—

By Director of Public Instruction:

Trilingual Dictionary, by Mothura Prassad Misr.
Catalogue of the Oriental Books for sale in the Library of the College of Fort George.
Reports of the late Board of Education and Director of Public Instruction, Bombay Presidency, from 1840 to 1865–66.
Reports on Public Instruction, in the Presidencies of Bengal, Madras, and the North Western Provinces.
Reports of the Geological Survey of India for the years 1860–61, 1861–62, and 1862–63.
Reports of the Second Series, Part I, to Third Series, Part VI, of the Palæontologica Indica.
Travels in England by Kursondass Muljee.
Cowasjee Patell's Chronology of Eras of different Nations.

By the Bombay Branch of the Royal Asiatic Society:

A complete set of the Bombay Branch of the Royal Asiatic Society's Journals from July 1841 to 1865.

F.—Retirement of the late Registrar.

Since the last convocation for conferring degrees, Dr. R. S. Sinclair, who had served the University as registrar from its commencement, retired from his office. On this event the following resolution was passed by the Senate at their annual meeting:

"The Senate, in noticing the retirement of R. S. Sinclair, Esq., L L.D., from the registrarship of the University, resolve to place on their minutes the expression of their deep sense of obligation to that gentleman for the important and valuable services rendered by him to the University, especially in organising the registrar's office, and assisting in putting into form the enactments of the University."

At the same meeting of the Senate, the following resolution of the Senate was also passed:

"The University of Bombay, in token of its regret for the untimely decease of Dr. Haines, and to show its appreciation of his many valuable services as fellow, acting registrar, syndic, and examiner, resolves to vote the sum of 1,000 rupees towards the proposed testimonial in honour of Dr. Haines' memory, and to request the permission of Government for the payment of this sum from the General Fee Fund."

In adverting to this resolution, with which they close their history of the academical year, the Syndicate feel that in the much lamented Surgeon Robert Haines they have lost a most valuable colleague, and the University one of its brightest ornaments.

EXTRACTS from the Report of the Director of Public Instruction in Bengal, 1866–67.

At the close of the year under review, the number of colleges and schools, Government and Aided, was 2,908, and the number of students in them 1,21,480, against 2,561 schools and 1,13,862 students at the end of the preceding year. The returns of the year reported upon exhibit, therefore, an increase of 347 schools and 7,618 scholars. In addition to these institutions, 425 private schools under inspection, which receive no pecuniary aid from Government, have furnished returns, giving the number of scholars attending them as 13,460. The total number of colleges and schools under the inspection of the Educational Department was therefore 3,333, and the number of students in them 1,34,940.

These statements show a fair increase both of schools and scholars; but it is represented by most of the School Inspectors that the famine which raged in some districts, and the consequent high prices which ruled throughout the country, have almost everywhere impeded the progress of education in a greater or less degree; and it is justly argued, that but for this cause and the continued prevalence of the epidemic fever, which has not yet loosed its hold on the districts it has ravaged for the last five years, the returns of the year would have exhibited a vastly larger increase than has actually taken place.

In addition to the regular returns for schools under inspection, information has been obtained about a considerable number of unaided and uninspected schools both in Calcutta and in the country districts. The Inspectors' returns include 808 such schools, having an attendance of 30,616 pupils. Of these, the Calcutta schools are mostly large and flourishing institutions of the higher class, in the hands either of native managers or of various missionary bodies; those in the country districts are chiefly indigenous village patshalas, kept by the old-fashioned gurumahasoys.

The inquiries that have been instituted regarding the latter have been restricted to such as have an attendance of 20 pupils and upwards; but even under this limitation there can be no doubt that the returns are far from complete.

The general returns are classified in the following Tables:—

RETURN of Colleges and Schools receiving Allowances from the State—31st March 1867.

	Number of Institutions.		Number of Pupils.	
GOVERNMENT INSTITUTIONS.				
Colleges (General)	* 8		724	
Colleges (Professional, including Law Deparments)	8		642	
Medical College (Vernacular Departments)	2		278	
Mudressas	2		90	
School of Art	1		31	
Normal Schools:				
For Masters	26		1,263	
For Mistresses	1		24	
Schools for Boys:				
English—Higher Class	† 46		8,848	
„ Middle Class	15		1,112	
Vernacular—Middle Class	112		6,865	
„ Lower Class	84		3,262	
Schools for Girls (Native)	1		55	
		306		23,194
PRIVATE INSTITUTIONS UNDER INSPECTION.				
Receiving Allowances under the Grant-in-Aid Rules:				
Colleges (General)	6		409	
Normal Schools:				
For Masters	3		129	
For Mistresses	1		10	
Schools for Boys:				
English—Higher Class	77		9,459	
„ Middle Class	321		16,465	
Vernacular—Middle Class	468		21,358	
„ Lower Class	232		6,176	
School of Useful Arts	1		196	
Schools for Girls:				
European and other Foreign races	12		849	
Native	183		4,228	
		1,304		59,279
Receiving Allowances under other Rules:				
Schools for Boys:				
English—Higher Class	1		134	
„ Middle Class	3		345	
Vernacular—Middle Class	195		7,771	
„ Lower Class	1,037		29,666	
Schools for Girls:				
European and other Foreign races	2		197	
Native	60		894	
		1,298		39,007
UNDER INSPECTION.				
Schools for Boys:				
English—Higher Class	8		1,492	
„ Middle Class	68		2,910	
Vernacular—Middle Class	48		1,725	
„ Lower Class	277		6,970	
Schools for Girls (Native)	24		363	
		425		13,460
NOT UNDER INSPECTION.				
Schools for Boys:				
English—Higher Class	17		5,420	
„ Middle Class	35		1,960	
Vernacular—Middle Class	8		234	
„ Lower Class	728		22,061	
Schools for Girls:				
European and other Foreign races	12		692	
Native	8		249	
		808		30,616
		1,233		44,076

* Inclusive of the First Arts classes attached to the Anglo-Persian Department of the Calcutta Mudressa, which contained six students at the end of the year.

† Inclusive of the Arabic and Persian Department of the Calcutta Mudressa.

The

The number of Government schools has increased by 11, of which two are normal schools for the training of teachers; whilst the number of institutions aided under the Grant-in-Aid Rules has increased by 95, and 241 additional schools have been aided under other rules.

INCOME AND EXPENDITURE.—Exclusive of the charges in schools which receive no allowances from the State, the total expenditure of the Education Department for the 11 months, ending 31st March 1867, was 22,90,691 rupees, of which 9,04,929 rupees was contributed from local sources of income, the net charge upon the public revenue amounting to 13,85,762 rupees. Taking the total revenue of the Lower Provinces for the year (11 months) at 13,42,04,915 rupees, the State expenditure was 1·03 per cent. of the public income. The cost for each student was *Rs.* 11. 6 *a.* 6 *p.*, or about 1 *l.* 2 *s.* 9 *d.*

FEES.—The receipts from fees for the 11 months are 4,96,713 rupees, of which 2,71,623 rupees were paid in Government institutions, and 2,25,090 rupees in Aided institutions, as shown in the margin. The receipts for the last five years and the rates of increase from year to year are given below:—

Receipts from Fees, 1866-67.

Government Institutions,	*Rs.*	2,71,623
Aided - - ditto - -		2,25,090
	Rs.	4,96,713

Government and Aided Institutions.	1862–63.	1863–64.	1864–65.	1865–66.	1866–67 (11 mths.)
Amount realised - - - - - - -	2,94,531	3,48,576	4,44,227	5,13,238	4,96,713
Increase per cent. per annum on the collections of the previous year - - - - -	14·44	18·34	27·44	15·53	5·57

FINANCIAL ABSTRACT.—The following Table exhibits the distribution of expenditure for the year, and the per-centage which the charge returned under each head bears to the total aggregate expenditure from all sources:—

ABSTRACT of Distribution of Expenditure during the Year 1866–67 (11 Months).

SOURCE OF CHARGE.	EXPENDITURE. From Imperial Funds.	From Local Funds. Fees and Fines.	From Local Funds. Other Local Sources.	From Local Funds. Total.	Total Expenditure from Imperial and Local Funds.	Per-centage on Total Expenditure.
Direction - - - - - - - - -	39,730	- -	- -	- -	39,730	1·73
Inspection - - - - - - - -	1,87,280	- -	- -	- -	1,87,280	8·17
GOVERNMENT COLLEGES.						
General—Affiliated to the University in *Arts* -	1,43,906	50,265	22,144	72,409	2,16,315	9·44
Special—Ditto in *Law, Medicine,* and *Engineering*	1,17,292	33,217	2,012	35,229	1,52,521	6·65
Government Mudressas - - - - -	14,652	329	2,558	2,887	17,539	·76
GOVERNMENT SCHOOLS. GENERAL. *For Boys.*						
Higher Class, English - - - - -	1,88,542	1,52,743	7,104	1,79,847	3,68,389	16·08
Middle Class, English - - - - -	20,633	7,487	140	7,627	28,260	1·23
Middle Class, Vernacular - - - -	31,652	14,882	581	15,463	47,115	2·05
Lower Class, Vernacular - - - -	19,376	3,747	78	3,825	23,201	1·01
For Girls.						
Natives - - - - - - - - -	6,792	200	- -	200	6,992	·30
GOVERNMENT SCHOOLS. SPECIAL. *Schools of Medicine.*						
Bengali Department, Medical College - - -	13,388	1,807	- -	1,807	15,195	·66
Hindustani Department, Medical College - -	22,612	178	- -	178	22,790	·99
Normal Schools.						
For Masters - - - - - - - -	1,00,950	6,570	303	6,873	1,07,823	4·70
For Mistresses - - - - - - -	1,449	-	- -	-	1,449	·07
School of Art - - - - - - -	17,600	195	- -	195	17,795	·77

SOURCE OF CHARGE.	EXPENDITURE. From Imperial Funds.	From Local Funds. Fees and Fines.	From Local Funds. Other Local Sources.	From Local Funds. Total.	Total Expenditure from Imperial and Local Funds.	Per-centage on Total Expenditure.
PRIVATE COLLEGES, AIDED.						
General—Affiliated to the University in *Arts*	20,810	14,303	51,143	65,446	86,256	3·76
PRIVATE SCHOOLS, AIDED.						
GENERAL.						
For Boys.						
Higher Class, English	49,974	72,909	51,011	1,23,920	1,73,894	7·59
Middle Class, English	94,835	55,971	1,04,779	1,60,750	2,55,585	11·15
Middle Class, Vernacular	70,451	41,648	59,870	1,01,518	1,71,969	7·50
Lower Class, Vernacular	52,095	27,853	15,370	43,223	95,318	4·16
For Girls.						
Europeans and other Foreigners	12,960	7,904	10,284	18,188	31,148	1·36
Natives	25,303	2,628	36,898	39,526	64,829	2·83
PRIVATE SCHOOLS, AIDED.						
SPECIAL.						
Normal Schools.						
For Masters	3,930	- -	8,297	8,297	12,227	·53
For Mistresses	825	1,774	5,316	7,090	7,915	·34
School of Useful Arts	1,000	98	902	1,000	2,000	·08
SCHOLARSHIPS, GOVERNMENT.						
GENERAL.						
Tenable in Colleges.						
Senior	14,007	- -	- -	- -	14,007	·61
Junior	33,432	- -	- -	- -	33,432	1·46
Tenable in Schools.						
Minor (English)	3,851	- -	- -	- -	3,851	·16
Vernacular (Bengali and Hindee)	28,712	- -	- -	- -	28,712	1·25
SPECIAL.						
Arabic	4,812	- -	- -	- -	4,812	·21
Sanscrit	3,668	- -	- -	- -	3,668	·16
Medical	14,970	- -	- -	- -	14,970	·65
SCHOLARSHIPS ENDOWED.						
Tenable in Colleges	- -	- -	3,897	3,897	3,897	·17
Miscellaneous	24,273	- -	5,534	5,534	29,807	1·30
TOTAL	13,85,762	4,96,708	4,08,221	9,04,929	22,90,691	

UNIVERSITY EXAMINATION.

Entrance Examination.—The number of candidates for the Entrance Examination was 1,350, being less than that of the preceding year by 150. This reduction is the direct result of a new regulation of the University, by which an addition has been made to the form of certificate for admission to the examination, setting forth that in the opinion of the teacher there is a reasonable probability that the candidate will pass. The check was imposed in consequence of the very large per-centage of failures in previous examinations, Sir C. Beadon having called attention to the fact that out of 1,500 candidates in 1865, only 510 had passed, whilst 990 had failed. The returns for the last examination show that the change has been, to some extent, effective, though the number of failures is still large. Of the whole number of candidates, 1,147 were from Bengal, and the remaining 203 from the North Western Provinces, the Central Provinces, the Punjab and Ceylon. Of the Bengal candidates, 561 were successful, 69 being placed in the first division, 255 in the second, and 237 in the third; 254 of these were from Government schools, 153 from Private Aided schools, and 143 from Private Unaided schools, while eight were private students, and three were schoolmasters. A classification of the successful candidates, according to creed, shows that 452 were Hindus, 14 Mahomedans, and 35 Christians, while the remaining 60 described themselves as Brahmists or Deists. It will be observed that the successful candidates have this year been classed in three divisions instead

instead of two, as heretofore. This change is a decided improvement. A similar arrangement has been adopted in the First Arts and B.A. Examinations.

The details are given in the Table below:—

University Entrance Examination.

DECEMBER 1866.	Number of Candidates.	NUMBER PASSED.			
		1st Division.	2nd Division.	3rd Division.	TOTAL.
Government Schools - - -	439	43	123	88	254
Private Schools (Aided) - -	314	8	64	81	153
Private Schools (Unaided) - -	330	17	66	60	143
Schoolmasters - - - -	20	–	–	3	3
Private Students - - -	44	1	2	5	8
TOTAL - - -	1,147	69	255	237	561

University Entrance Examination.

DECEMBER 1866.	Number of Candidates.	NUMBER PASSED.			
		1st Division.	2nd Division.	3rd Division.	TOTAL.
Hindus - - - - -	946	52	203	197	452
Mahomedans - - - -	41	2	7	5	14
Christians - - - - -	47	9	21	5	35
Others* - - - - -	113	6	24	30	60
TOTAL - - -	1,147	69	255	237	561

* Describing themselves as Brahmists and Deists.

Award of Junior Scholarships.—The Government Junior Scholarships were as usual awarded on the result of the Entrance Examination. The number of scholarships annually available is 160. Of these, 100 were gained by pupils of Government schools, 37 by pupils of Aided schools, and 23 by pupils of Unaided schools. The award is shown in the following Table:—

Award of Junior Scholarships, 1867.

BY WHAT INSTITUTION GAINED.	SCHOLARSHIPS.			
	1st Grade, 18 Rupees per Month.	2nd Grade, 14 Rupees per Month.	3rd Grade, 10 Rupees per Month.	TOTAL.
Government Schools - - - - -	7	39	86	132
Private Schools (Aided) - - - -	3	9	14	26
Private Schools (Unaided) - - - -	–	2	–	2
TOTAL - - -	10	50	100	160

First Examination in Arts.—For the First Examination in Arts there were 426 candidates, of whom 393 were from Bengal, the remaining 33 belonging to the North Western Provinces and the Punjab. Of the Bengal candidates, 120 were successful, 13 being placed in the first division, 40 in the second division, and 67 in the third division. Seventy-eight came from Government colleges, 37 from Private Aided colleges, four from independent institutions, and one was a schoolmaster. In creed, 85 of the successful candidates described themselves as Hindus, 24 Brahmists or Deists, and 11 as Christians. The usual details are given below:—

First Examination in Arts.

JANUARY 1867.	Number of Candidates.	NUMBER PASSED.			
		1st Division.	2nd Division.	3rd Division.	TOTAL.
Government Colleges	268	10	30	38	78
Private Colleges (Aided)	104	3	7	27	37
Private Colleges (Unaided)	8	–	2	2	4
Schoolmasters	13	–	1	–	1
TOTAL	393	13	40	67	120

First Examination in Arts.

JANUARY 1867.	Number of Candidates.	NUMBER PASSED.			
		1st Division.	2nd Division.	3rd Division.	TOTAL.
Hindus	290	7	26	52	85
Mahomedans	8	–	–	–	–
Christians	23	2	5	4	11
Others*	72	4	9	11	24
TOTAL	393	13	40	67	120

* Describing themselves as Brahmists and Deists.

Award of Senior Scholarships.—The results of this examination determined the award of the 24 Government Senior Scholarships, 20 of which were gained by students from Government colleges, 3 by Aided colleges, and 1 by an independent college. Further particulars are given in the Table below:—

Award of Senior Scholarships, 1867.

BY WHAT INSTITUTIONS GAINED.	SCHOLARSHIPS GAINED.		
	1st Grade, 32 Rupees per Mensem.	2nd Grade, 27 Rupees per Mensem.	TOTAL.
Government Colleges	7	13	20
Private Colleges (Aided)	2	1	3
Privated Colleges (Unaided)	–	1	1
TOTAL	9	15	24

B. A. Examination.—The number of candidates for the B. A. Examination was 141; of whom 138 were from Bengal, and 3 from the North Western Provinces. Of the Bengal candidates 58 passed successfully, 10 in the first division, 27 in the second division, and 21 in the third division. Of these, 39 were students of Government colleges, 13 belonged to Aided colleges, and 6 were schoolmasters.

The details are given below:—

B. A. Degree Examination.

JANUARY 1867.	Number of Candidates.	NUMBER PASSED.			
		1st Division.	2nd Division.	3rd Division.	TOTAL.
Hindus	82	5	12	12	29
Mahomedans	7	3	–	1	4
Christians	8	–	–	1	1
Others*	41	2	15	7	24
TOTAL	138	10	27	21	58

* Describing themselves as Brahmists and Deists.

B. A. Degree Examination.

JANUARY 1867.	Number of Candidates.	NUMBER PASSED.			
		1st Division.	2nd Division.	3rd Division.	TOTAL.
Government Colleges	98	10	16	13	39
Private Colleges (Aided)	23	–	9	4	13
Private Colleges (Unaided)	1	—	—	—	—
Schoolmasters	15	–	2	3	5
Private Students	1	–	–	1	1
TOTAL	138	10	27	21	58

The results of both these examinations in arts show a very high per-centage of failures. For future examinations the form of certificate has been altered in order to enable the heads of colleges to keep back candidates who are not, in their opinion, likely to pass.

M. A. Examination.—Honour Examination.—For the examination for Honours in Arts there were 31 candidates, of whom 18 were successful, 3 having passed in languages, 8 in history, 4 in mental and moral philosophy, and 3 in mathematics. Of the entire number of successful candidates 13 were graduates of the Presidency College, 2 of the Dacca College, 2 of the Sanskrit College, and 1 of the Free Church Institution. In creed all the successful candidates were Hindus.

Ordinary Examination.—For the ordinary M. A. degree there were 8 candidates, 4 of whom were successful, 1 having passed in history, and 3 in mental and moral philosophy. Of these 3 were schoolmasters, and 1 a graduate of the Doveton College. In creed 3 were Hindus and one a Christian.

Law Examinations for the Degree of B. L. and the L. L.—At the Examination in Law there were 53 candidates, of whom 22 were passed for the Degree of Bachelor in Law, and 14 for a License, 3 being placed in the first division of the L. list, and 19 in the second division. Of those who obtained the Licence, 5 were subsequently declared entitled to the Degree of B. L., under Clause 7 of the B. L. Regulations.

Medical Examinations for the Degree of B. M. and the L. M. S.—Two candidates presented themselves at the first B. M. Examination, of whom 1 was declared successful and placed in the second division. Two candidates also appeared for the second B. M. examination, 1 of whom passed in the first division and 1 in the second division. For the first examination for the License in Medicine and Surgery there were 44 candidates, of whom 17 were found qualified and placed in the second division. For the second or final examination

nation there were 18 candidates, of whom 15 were successful, 5 being passed in the first division and 10 in the second division.

Engineering Examination.—The number of candidates for the License in Civil Engineering was 9, all of whom failed.

Colleges for General Education.

Government Colleges.—At the end of the year the number of under-graduate students attending the Government colleges affiliated to the University in Arts was 724 against 740 of the preceding year.

The students are classified in the following Table:—

Classification of Under-graduate Students on the 31st March 1867.

	Social Position of the Parents.						
	Zemindars, Talookdars, and Persons of Independent Income.	Merchants, Bankers, Banians, and Brokers.	Professional Persons.	Government Servants and Pensioners.	Shop-keepers.	Others.	Total.
Government Colleges, General -	220	63	69	232	9	131	724

It should be explained, however, that this classification is derived entirely from information supplied by the students themselves, and that it is calculated to convey a very incorrect idea of the social position of many of them, particularly of those who are entered in the first two columns. As a rule, every student whose father or grandfather has ever owned a piece of land, however small, considers himself entitled to rank as a zemindar, and many who describe themselves as belonging to the merchant class would be much more properly placed under the head of shopkeepers.

The next Table shows the expenditure in the several colleges for the eleven months ending 31st March, and the annual cost per head of the students as derived from that expenditure:—

Statement of Expenditure in the Government Colleges for General Education.

	Number on the Rolls (Monthly Average).	Expenditure, 1866-67 (11 Months).			Cost per Annum of each Student.		
		From Imperial Funds.	From Fees and Endowments.	Total.	From Imperial Funds.	From Fees and Endowments.	Total.
		Rs.	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*
Government Colleges, General -	70[illegible]	1,43,906	72,409	2,16,315	226	113	339

It will be seen from this statement that the average annual cost of each student in the Government colleges of Bengal was 339 rupees, of which 226 rupees, or two-thirds, was defrayed by Government, and 113 rupees, or one-third, by fees and endowments.

The foundation scholars are now required to pay the ordinary college fee like other students.

College at Cuttack.—Sanction has been obtained for the raising of the existing assignment of the Cuttack School from 3,616 rupees to 12,000 rupees per annum, with the view of placing the institution on the footing of a college of the lower class to supply the means of obtaining university education in the Province of Orissa. For the present the College Department will consist of two classes only, in which undergraduate students will be prepared for admission to the first examination in Arts. The class for first year students will be opened at the commencement of next session.

Aided Colleges.—The returns of the year include 6 private colleges receiving aid from Government, with an attendance of 409 under-graduate students, being an increase of one

college and 70 pupils over the numbers returned for the preceding year. The distribution of the students among the several colleges is shown below:—

Statement of Attendance in the Aided Colleges for General Education.

Aided Colleges, General.	Monthly Fee.	Number on the Rolls at the end of the Year.			
		1863-64.	1864-65.	1865-66.	1866-67.
	Rs.				
Doveton College	12	23	16	23	30
St. Xavier's College	8	–	–	14	20
Free Church Institution	4	120	151	126	151
General Assembly's College	4	–	–	89	111
Cathedral Mission College	4	–	–	87	65
London Mission College, Bhowanipore	4	–	–	–	32
TOTAL	–	143	167	339	409

Classification of Students.—In the following Table the students are classified under the usual heads:—

	Social Position of the Parents.						
	Zemindars, Talookdars, and Persons of Independent Income.	Merchants, Bankers, Banians, and Brokers.	Professional Persons.	Government Servants and Pensioners.	Shop-keepers.	Others.	TOTAL.
Aided Colleges, General	109	59	46	95	5	95	409

In order to compare this Table with the corresponding Table for Government colleges, a calculation has been made of the per-centage which the totals of the several colleges bear to the aggregate attendance in each of the two classes of colleges. The result is shown below:—

	SOCIAL POSITION OF THE PARENTS.					
	PER-CENTAGE ON TOTAL OF STUDENTS.					
	Zemindars, Talookdars, and Persons of Independent Income.	Merchants, Bankers, Banians, and Brokers.	Professional Persons.	Government Servants and Pensioners.	Shop-keepers.	Others.
Government Colleges	30·6	8·6	9·6	1·8	1·3	18·1
Private Colleges	26·6	14·4	11.2	[illegible]	1·4	23·2

As far, therefore, as this classification can be depended on, it would appear that there is no great difference in social position between the students attending Government and Private colleges. And this is probably the case; but the more wealthy members of each class frequent the Government colleges, while the poorer students resort to the Aided colleges under the attraction of lower fees.

The following Table exhibits the expenditure in the Aided colleges:—

Statement of Expenditure in the Aided Colleges for General Education.

	Number on the Rolls (Monthly Average).	Expenditure, 1866-67 (11 Months).			Cost per Annum of each Student.		
		From Imperial Funds.	From Fees and Endowments.	Total.	From Imperial Funds.	From Fees and Endowments.	Total.
		Rs.	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*
Aided Colleges, General - -	325	19,910	62,866	82,776	67	210	277

It will be seen that in the two colleges attended by Europeans and Eurasians, Doveton and St. Xavier's, the annual cost of the students is very high, amounting on the average to 912 rupees a-head. This is accounted for by the small number of students of the classes for which these institutions are intended that aspire to a university education, and as there is not likely to be any great change in this respect, and the under-graduate departments will remain comparatively small, it is not probable that the cost per head will be materially lowered.

In the missionary colleges which are attended by native students, and where the classes are large, the cost per head is very moderate, being no more thon 192 rupees on the average, of which 47 rupees is paid by Government, 48 rupees by the students, and 97 rupees from mission funds.

Grant to the London Mission College, Bhowanipore.—The London Mission College at Bhowanipore, though affiliated to the University for many years, had never opened undergraduate classes till the commencement of the present session. It now proposes to educate up to the standard of the B.A. degree, and has obtained a grant of 300 rupees a month from the 1st January last, to aid in the maintenance of the college classes.

Colleges for Special Education.

Law Schools.—The number of students attending the several law departments of the Government colleges at the end of the year was 455 against 370 in the previous year, being an increase of 85, in addition to which there were 28 out-students attending particular courses of lectures. The attendance is shown below:—

Statement of Attendance in the Government Law Schools.

Law Classes.	Monthly Fee.	Number on the Rolls on the 31st March 1867.
	Rs.	
Presidency College - - - - - - - - -	5 & 10	277*
Hooghly College - - - - - - - - -	5	57
Dacca College - - - - - - - - -	5	49
Kishnaghur College - - - - - - - - -	5	26
Berhampore College - - - - - - - - -	5	29
Patna College - - - - - - - - -	5	17†
Total - - -		455

* Exclusive of seven out-students.

† Exclusive of 21 out-students.

The following Table gives the expenditure of the Law Classes :—

Statement of Expenditure in the Government Law Schools.

Law Classes.	Number on the Rolls (Monthly Average).	Expenditure, 1866-67 (11 Months).			Cost per Annum of each Student.		
		From Imperial Funds.	From Fees.	Total.	From Imperial Funds.	From Fees.	Total.
		Rs.	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*
Presidency College	261	- -	19,850	19,850	- -	83	83
Hooghly College	40	- -	3,417	3,417	- -	93	93
Dacca College	35	1,009	1,191	2,200	31	37	68
Kishnaghur College	16	1,788	412	2,200	122	28	150
Berhampore College	21	1,779	697	2,476	92	36	128
Patna College	9	1,252	948	2,200	152	114	266
Total	382	5,828	26,515	32,343	17	75	92

It will be seen that in the Presidency and the Hooghly Colleges the Law classes are already self-supporting; both, in fact, yield a considerable surplus. In the other colleges the same result may be anticipated at no distant date. The rate of fees in all the Mofussil Colleges was raised to 5 rupees a month from the commencement of the current session.

Medical College.—English Classes.—The number of undergraduate students attending the English classes has risen from 128, at the end of the previous year, to 139 on the 31st March 1866; but the average monthly attendance has been somewhat lower, being returned at 128 against 136 for the preceding session. The following Tables exhibit the usual details :—

Statement of Attendance.

Medical College.	Monthly Fee.	Number on the Rolls on the 31st March 1867.
	Rs.	
Undergraduate classes	5	139

Statement of Expenditu[illegible]

Medical College.	Number on the Rolls (Monthly Average).	Expenditure, 1866-67 (11 Months).			Cost per Annum of each Student.		
		From Imperial Funds.	From Fees.	Total.	From Imperial Funds.	From Fees.	Total.
		Rs.	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*
Undergraduate Classes	128	80,899	6,[illegible]65	86,964	689	52	741

Vernacular

Vernacular Classes.—The next Tables give the statistics of attendance and expenditure in the Bengali and Hindustani Classes:—

Statement of Attendance.

MEDICAL COLLEGE.	Monthly Fee.	Number of Students on the Rolls on 31st March 1867.
	Rs.	
Hindustani Class		118
Bengali Class	1	160

Statement of Expenditure.

MEDICAL COLLEGE.	Number on the Rolls (Monthly Average).	Expenditure (11 Months).			Cost per Annum of each Student.		
		From Imperial Funds.	From Local Funds.	TOTAL.	From Imperial Funds.	From Local Funds.	TOTAL.
		Rs.	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*
Hindustani Class	115	22,612	178	22,790	215	1	216
Bengali Class	131	13,388	1,807	15,195	111	15	126
TOTAL	246	36,000	1,985	37,985	160	8	168

The Bengali classes are increasingly popular, and form a most important department of the Medical College. The new section of the department, called the Vernacular Licentiate Class, which was organised for the first time in the session commencing in June 1865 to provide a higher course of vernacular instruction than had before been offered for students who desire to qualify themselves for independent practice, is steadily progressing and affords promise of producing excellent results. The authorities of the college have expressed themselves highly satisfied with the work that has been accomplished, and urge an extension of the course at present provided, so as to include systematic instruction in midwifery, and the diseases of women and children. The proposal is at present under consideration, as is also a scheme for organising similar schools of medicine at some of the chief towns in the interior.

Civil Engineering Class.—The usual statistics of the Engineering Department of the Presidency College are given below:—

Statement of Attendance.

PRESIDENCY COLLEGE.	Monthly Fee.	Number on the Rolls on the 31st March 1867.
	Rs.	
Civil Engineering Department	5	41*

* Exclusive of 11 out-students.

Statement of Expenditure.

PRESIDENCY COLLEGE.	Number on the Rolls (Monthly Average).	Expenditure, 1866–67 (11 Months).			Annual Cost of each Student.		
		From Imperial Funds.	From Fees and Endowments.	TOTAL.	From Imperial Funds.	From Fees and Endowments.	TOTAL.
		Rs.	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*
Civil Engineering Department	43	30,565	2,649	33,214	776	66	842

The

The results of the recent examinations have been far from satisfactory. The department is now in some respects on a more promising footing than it has formerly been, notwithstanding the very limited teaching power provided for it, and better results may possibly be obtained after a year or two.

School of Art.—The School of Art is making steady progress. Some remarkably good work has been executed during the year, and excellent results may be looked for if the students can be prevailed on to remain a sufficient time in the institution. At present they are too commonly tempted away at an early stage by the prevailing demand for work of every inferior order.

The usual statistics are given below:—

Statement of Attendance.

	Monthly Fee.	Number of Students on the Rolls on the 31st March 1867.
	Rs.	
School of Art	1	31

Statement of Expenditure.

	Number on the Rolls (Monthly Average).	Expenditure, 1866-67 (11 Months).			Cost per Annum of each Student.		
		From Imperial Funds.	From Fees.	TOTAL.	From Imperial Funds.	From Fees.	TOTAL.
		Rs.	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*
School of Art	32	17,600	195	17,795	600	7	607

Normal Schools for Teachers.—The next Tables gives the statistics of attendance and expenditure in the Government normal schools for the training of teachers:—

Statement of Attendance in the Government Normal Schools.

Normal Training Schools.	Number of Institutions.	Number of Students on the Rolls on the 31st March 1867.
Higher Class	8	468
Lower Class	19	819
TOTAL	27	1,287

Statement of Expenditure in the Government Normal Schools.

Normal Training Schools.	Number on the Rolls (Monthly Average).	Expenditure, 1866-67 (11 Months).			Cost per Annum of each Student.		
		From Imperial Funds.	From Fees and Fines.	TOTAL.	From Imperial Funds.	From Fees and Fines.	TOTAL.
		Rs.	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*
Higher Class	400	40,157	1,820	41,977	109	5	114
Lower Class	788	62,242	5,053	67,295	86	7	93
TOTAL	1,188	1,02,399	6,873	1,09,272	94	6	100

Three new schools were opened during the year, one at Mozufferpore of the same class as those established at Bhaugulpore, Chupra, Gyah, and Purneah, and two in Assam, at Tezpore and Sibsaugor, for the training of teachers for the elementary village schools of the province. The total number of these institutions in operation at the end of the year was 27, one for mistresses and 26 for masters.

On the average of all the schools, the cost to Government of each pupil under training was at the rate of 94 rupees per annum, the total charge to the State for the 11 months being 1,02,399 rupees.

The returns received from 15 of these schools show an aggregate out-turn of 1,485 trained teachers from the commencement of their operations.

The failure of the English departments of the normal schools at Calcutta, Hooghly, and Dacca was noticed in the last report. Further experience has tended to confirm the opinion there expressed. Their prospects are not such as to justify a continuance of the expenditure sanctioned for them, and they will be closed at the end of the current session.

The English department at Patna will be allowed a further trial, as the inspector is of opinion that it will succeed in supplying masters for the Behar schools of a class that cannot at present be secured from the Patna College.

Government Mudressas.—The two Arabic Mudressas, at Calcutta and Hooghly, still remain in the unsatisfactory state described in former reports. The attendance in them has fallen from 103 to 91.

The usual statistical tables follow :—

Statement of Attendanee in the Government Mudressas.

GOVERNMENT MUDRESSAS.	Monthly Fee.	Number on the Rolls on the 31st March 1867.
	Rs. a. p.	
Calcutta Mudressa - - - - - - - - - - -	– 8 –	70
Hooghly Mudressa - - - - - - - - - - -	– 8 –	21
TOTAL - - -	- -	91

Statement of Expenditure in the Government Mudressas.

GOVERNMENT MUDRESSAS.	Number on the Rolls (Monthly Average.	Expenditure, 1866-67 (11 Months).			Cost per Annum of each Student.		
		From Imperial Funds.	From Fees and Endowments.	TOTAL.	From Imperial Funds.	From Fees and Endowments.	TOTAL.
		Rs.	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*
Calcutta - - - - -	60	14,652	285	14,937	266	5	271
Hooghly - - - -	18	-	2,602	2,602	- -	157	157
TOTAL - - -	78	14,652	2,887	17,539	205	40	245

It will be seen that in the Calcutta Mudressa the cost to Government is very high, amounting to 266 rupees per annum for each student. In the Presidency College the corresponding cost to Government is no more than 257 rupees, which provides for the highest University education obtainable in India.

Government Schools.

General.—The following Tables give the attendance and expenditure in the Government schools of different classes:—

Statement of Attendance in Government Schools, General.

Government Schools, General.	Number of Schools.	Number of Students on the Rolls on the 31st March 1867.
For Boys:		
Higher Class, English	46	8,848
Middle Class, English	15	1,112
Middle Class, Vernacular	112	6,865
Lower Class, Vernacular	84	3,262
For Girls:		
Natives	1	55
Total	258	20,142

Statement of Expenditure in Government Schools, General.

Government Schools, General.	Number of Schools.	Number on the Rolls (Monthly Average).	Expenditure in 1866–67 (11 Months).			Cost per Annum of each Student.		
			From Imperial Funds.	From Fees and Endowments.	Total.	From Imperial Funds.	From Fees and Endowments.	Total.
For Boys:			*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*
Higher Class, English	46	8,208	1,88,542	1,79,847	3,68,389	25	23	48
Middle Class, English	15	1,002	20,633	7,627	28,260	22	9	31
Middle Class, Vernacular	112	5,877	31,652	15,463	47,115	6	3	9
Lower Class, Vernacular	84	3,004	19,376	3,825	[illegible]201	7	1	8
For Girls:								
Natives, Vernacular	1	97	6,792	20[illegible]	6,[illegible]92	76	2	78
Total	258	18,188	2,66,995	2,06,9[illegible]2	4,73,957	16	12	28

It will be seen that in the higher class schools the expenditure is defrayed in almost equal proportions by the State and from private sources. In the middle class English schools, on the other hand, more than two-thirds of the cost is borne by the State. This is accounted for by the fact that these schools are situated in remote and backward districts where the population is comparatively small. The number of pupils is, consequently, small in proportion. And this, again, affects the income from fees, which are besides fixed at lower rates than in the higher class schools. At the same time the expenditure is kept up from the necessity of maintaining an sufficient staff of masters for the different classes into which the pupils must be distributed. The average attendance in a higher class school is 178; in a middle class English school it is no more than 67.

Aided Schools.

General.—The attendance and expenditure in the private school receiving aid from the State are shown in the next Tables:—

Statement of Attendance in Aided Schools, General.

PRIVATE SCHOOLS, GENERAL.	Number of Institutions.	Number of Students on the Rolls on the 31st March 1867.
For Boys—		
Higher Class, English	78	9,593
Middle Class, English	324	16,810
Middle Class, Vernacular	663	29,129
Lower Class, Vernacular	1,269	365,842
For Girls—		
European and other Foreign races	14	1,046
Natives	243	5,122
Total	2,591	97,542

Statement of Expenditure in Aided Schools, General.

PRIVATE SCHOOLS, GENERAL.	Number of Institutions.	Number on the Rolls (Monthly Average in 1866-67).	Expenditure in 1866-67 (11 Months).			Cost per Annum of each Student.		
			From Imperial Funds.	From Fees and Endowments.	Total.	From Imperial Funds.	From Fees and Endowments.	Total.
For Boys—			*Rs.*	*Rs.*	*Rs.*	*Rs. a. p.*	*Rs. a. p.*	*Rs. a. p.*
Higher Class, English	78	8,626	49,974	1,23,920	1,73,894	6 5 –	14 11 –	22 – –
Middle Class, English	324	15,172	94,835	1,60,750	2,55,585	6 13 –	11 8 –	18 5 –
Middle Class, Vernacular	663	27,002	70,451	1,01,518	1,71,969	2 14 –	4 2 –	7 – –
Lower Class, Vernacular	1,269	34,303	52,095	43,223	95,318	1 10 –	1 6 –	3 – –
For Girls—								
European and other Foreign races	14	976	12,960	18,188	31,148	14 8 –	20 5 –	34 13 –
Natives	243	767	25,303	39,526	64,829	5 13 –	9 8 –	14 13 –
Total	2,591	90,646	3,05,618	4,87,125	7,92,743	3 11 –	5 13 –	9 8 –

It will be observed that the cost of a pupil to Government is somewhat greater in a middle class English than in a higher class school. This difference is mainly due to the comparatively large attendance in schools of the latter class, for a large school can always be worked at a cheaper rate, student for student, than a small one. In private aided schools of the higher class the average attendance is about 111, while in the middle class English schools, the average is less than 47. These middle schools, however, are very useful institutions, being largely resorted to as preparatory schools by boys who eventually find their way into the higher schools and colleges.

The average attendance in a middle class vernacular school is 41; and in a lower class vernacular school, 27.

In the European girls' schools the average attendance is about 70. The Native girls' schools muster less than 20.

Comparison

Comparison of Results in Government and Aided Schools of the Higher Class.—The number of students that passed the Entrance Examination this year from the 47 aided schools which contributed candidates was 153, of whom 38 gained junior scholarships; while 37 Government schools passed 254 candidates, and gained 100 scholarships. These results are shown below classified for schools of different classes:—

Statement showing the Results obtained by the Schools of the Higher Class, Government and Aided, in 1866–67.

SCHOOLS OF THE HIGHER CLASS.	Number of Schools.	Number of Students who passed Entrance.	Number of Students who gained Scholarships.
Government Schools	37	254	100
Aided Schools—			
Christian	2	3	1
Missionary	10	29	7
Native	35	121	30
TOTAL	84	407	138

The general superiority of the Government schools is unquestionable; but there are nevertheless a few amongst the aided schools which rank with the best of them; amongst which may be especially noticed the Pogose School at Dacca, which this year passed no fewer than 27 candidates, and gained 8 scholarships. This is the best aided school in Bengal, and reflects the highest credit on its liberal founder and manager, Nicholas Pogose, Esq., of Dacca, who has devoted much time and money to it for the last 19 years.

Female Education.—The movement in favour of female education is steadily gaining strength, as is shown by the increase in the number of schools and scholars during the year. The girls' schools now in operation in connection with the Education Department, including private house-schools conducted by zenana associations, amount to 281, being an increase of 64 schools during 11 months; and in the same period the number of pupils has risen from 5,559 to 6,531. In some of these schools the managers have now adopted the principle of fee payments, a measure indicating a decided advance in the estimation in which school instruction is held by the parents of the children attending them. It is to be feared, however, that the quality of the education given does not improve in proportion to the increase in the number of schools and pupils; but such improvement must necessarily be of slow growth in the present condition of native society.

Bethune Girls' School.—In the Bethune School a monthly fee of 1 rupee was introduced in December last. As had been anticipated, the immediate result of this measure was the withdrawal of many of the pupils. No fewer than 60 children were removed by their parents, but they have since been gradually returning. A scheme which was formerly suggested for engrafting on the institution a normal class for the training of native female teachers has been lately revived during the visit of Miss Carpenter to Calcutta. The measure was warmly advocated by that lady, and she addressed a letter on the subject to the late Lieutenant Governor, by whom it was referred to the Education Department for consideration and report. The question is a difficult one, as strong prejudices have to be encountered, and cannot be readily overcome; but it is hoped that means may be found of utilising in the manner suggested the large Government grant now drawn by the school, which at present yields a very inadequate return.

Attendance of Girls in Village Patshalas.—One of the plans suggested for the spread of female education proposes to encourage the attendance of girls in the improved village patshalas under certificated teachers, by allowing a fee of 1 rupee a month to each teacher who succeeds in attracting five female pupils to his school. It is estimated that the number of such patshalas likely to be attended by girls is 400, and that the average attendance may be taken at six. This estimate requires an expenditure on each school of about 12 rupees a year, or 4,800 rupees for all the schools, for which amount instruction would be given to 2,400 girls. This scheme has been recommended for the sanction of the Government of India.

Night Schools.—A proposal has also been submitted to Government for the establishment of night schools in connection with the village patshalas, with the object of affording the means of elementary instruction to the masses of the people whose occupations prevent them from attending school in the day time. With this view it is proposed to open at the outset 100 night schools, to be taught by the certificated gurus, at an average cost of 35 rupees

rupees per annum for each, or a total expenditure of 17,500 rupees a year; and the plan, if successful, may be extended indefinitely hereafter.

The Bible in Village Patshalas.—The Missionaries in Jessore having offered to pay monthly stipends to some of the certificated teachers of the patshalas in that district, and also to supply them with globes, maps, &c. on condition that they would introduce the Bible into their schools, the teachers applied for permission to accept these offers, and the Inspector, Baboo Bhoodeb Mookherjee, having reported that the people would have no objection to the arrangement, the permission asked for was granted, on the understanding that the villagers in each case acquiesce, and that the reading of the Bible is not made compulsory on individual children whose parents may object to it.

Aided Normal Schools.—Besides the normal training schools maintained by Government, the returns of the year include four private institutions of this class which receive contributions of public money. Three of these are for the training of masters and one for the training of mistresses. Those for masters are—

The Christian Vernacular Education Society's School in Calcutta, with 12 pupils under training;
The Church Missionary Society's School at Kishnaghur, with 18 pupils;
And the Church Missionary Society's School for Santhals, with 67* pupils.

These are vernacular schools. The school for mistresses is a department of the institution in Cornwallis'-square, Calcutta, conducted by the Ladies' Association for the Promotion of Education in the East. The pupils under training are Europeans and Eurasians. Their number is limited to 10, which makes the costs of their education appear excessive, amounting to 864 rupees per head. Of this sum, however, no more than 91 rupees is defrayed by Government. The usual details are given in the following Table:—

Statement of Expenditure in Aided Normal Schools for the Training of Teachers, during the Year 1866–67.

Normal Training Schools.	Number of Students on the Rolls (Monthly Average).	Expenditure, 1866–67 (11 Months).			Cost per Annum of each Student.		
		From Imperial Funds.	From Fees and Endowments.	Total.	From Imperial Funds.	From Fees and Endowments.	Total.
		Rs.	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*
Christian Vernacular Education Society, Calcutta	20	1,172	5,540	6,712	65	302	367
Ladies' Association, Calcutta (for Mistresses)	10	825	7,090	7,915	91	773	864
Church Missionary Society, Kishnaghur	18	1,102	1,101	2,203	67	66	133
Church Missionary Society, Telgurria, for Santhals	67	1,656	1,656	3,312	26	26	52
Total	115	4,755	15,387	20,142	45	146	191

Grants-in-Aid.—The number of institutions of all classes receiving regular monthly assignments of public money under the Grant-in-Aid Rules, and actually in operation on the 31st March, has increased during the year from 1,209 to 1,304, or about eight per cent., and the amount of the grants from 2,45,572 rupees to 2,62,477 rupees per annum. The additional institutions which obtained grants during the year amounted to 221, and their grants to 52,358 rupees per annum. Besides this, 45 schools already aided have obtained augmentation grants, aggregating 7,506 rupees per annum. On the other hand, grants aggregating 6,702 rupees per annum have been withdrawn from 41 schools, which have been either temporarily or permanently closed, and the grants to 23 other schools have been reduced to the extent of 3,066 rupees per annum.

Hence the net increase in the number of institutions of all classes for which grants have been sanctioned during the year is 95, and the additional charge upon the State, 50,096 rupees.

Casual grants for special purposes have also been sanctioned to the extent of 4,612 rupees, distributed amongst 69 schools.

Increase in the Number of Senior Scholarships.—The number of senior scholarships annually open for competition has been increased from 24 to 40, at an additional expenditure of 574 rupees per annum, the number hitherto available being considered quite inadequate for the large and increasing number of under-graduate students who compete for

* This appears to include all the pupils attending the school, and does not represent the number under training as teachers.

for these prizes in the First Examination in Arts. Under the new arrangements the scholarships annually available are—

10 First grade, at 32 rupees a month.
12 Second „ „ 25 „ „
18 Third „ „ 20 „ „

The change will necessitate a revision of the scholarship rules now in force, and new rules will be issued before the next election in January 1868, when the additional scholarships will be first awarded.

School Books.—The accounts of the School Book Society for the year ending 31st December 1866 show a steady increase in the demand for books and apparatus. The receipts realised by sales amounted to 88,051 rupees; in the previous year the receipts were 64,367 rupees. The number of books issued was 2,30,277 against 1,84,043 in 1865, being an increase of 25 per cent. In the following abstract the books issued during the last two years are classified according to the languages in which they are written:—

Books.	Copies.	
	1865.	1866.
English	68,525	89,044
Sanskrit	2,068	3,279
Bengali	83,588	96,997
Hindi	3,890	4,733
Oriya	12,824	21,888
Santhali	3	22
Khâsia	511	609
Arabic	29	—
Persian	71	77
Urdu	2,683	2,565
Anglo-Asiatic	9,851	11,063
Total	1,84,043	2,30,277

Ninety-four country agents were employed by the society for the distribution of these books.

Proposed Act for Educational Purposes.—In connection with the system of grants-in-aid a proposal has been submitted to Government that a law should be passed enabling the people in any locality to rate themselves for the maintenance of schools, and setting at rest certain difficulties which frequently arise as to the person or persons to be held liable for the debts of schools aided by Government. A draft Act embracing these objects was prepared and laid before the Lieutenant Governor, but it was decided that the measure was at present premature. It was admitted that the principle of a local rate for education was a perfectly sound one, but it was believed that the imposition of such a rate would be extremely unpopular, and the Government preferred waiting for the further development of the voluntary principle, which is now in a state of growth, before coming to the conclusion that a compulsory system must be resorted to. The question regarding the liabilities of school managers was left to be dealt with independently by the introduction of such changes as might appear necessary in the Grant-in-aid Rules.

Educational Finance.—The question of educational finance has now assumed great importance, and requires to be dealt with on a comprehensive basis; for the voluntary system, which it is the wish of Government, as it has been the endeavour of this department, to encourage to the utmost, is being seriously checked by a deficiency in the amount of public money required for its development under the different schemes at present in operation. The estimates of the department for the Grant-in-aid Fund and for Elementary Vernacular Education, are annually reduced by large sums under the authority of the Finance department, and we are consequently obliged to limit the operation of these schemes to such an extent as to put a mischievous restraint upon local efforts, and have to work under a discouraging sense of uncertainty as to the means of carrying out plans of improvement from year to year, and of extending operations under arrangements already sanctioned. What seems desirable at present is, that a State contribution should be fixed in proportion to the public revenue, and that the department should be allowed, under sanctioned arrangements, to work up to this limit without the risk of sudden curtailments in its supplies in the settlement of Imperial budgets. The State contribution for education in Bengal is now little more than 1 per cent. of the Bengal revenue; it can hardly be too much to ask that 2 per cent. should, for the future, be recognised as a reasonable limit of expenditure out of this revenue towards the education of the people by whom it is supplied.

EXTRACTS from the REPORT of the Director of Public Instruction in the Bombay Presidency, 1867–67.

Expenditure.—The actual expenditure connected with this department during the 11 months ending March 31st 1867, has been as follows:—

ON WHAT ACCOUNT.	From Imperial Funds.	From Local Funds.
	Rs. *a.* *p.*	*Rs.* *a.* *p.*
Direction and Subsidiary Charges	* 43,262 2 4	385 – –
Inspection and Subsidiary Charges	† 1,12,140 11 7	8,318 1 9
Instruction (including all Educational Expenditure not coming under the above Heads)	‡ 7,61,275 11 1	5,92,926 13 2
TOTAL *Rs.*	9,16,678 9 –	6,01,629 14 11

* This includes salaries and travelling allowances (*Rs.* 34,346. 2. 1.) drawn by the Director of Public Instruction and his establishment, also the amounts spent on contingencies (*Rs.* 7,477. 7. 3.), and patronage to literature (*Rs.* 1,438. 9.)

† This includes salaries drawn by Inspectors, Assistant Inspectors, Deputy Inspectors, and Assistant Deputy Inspectors, and their respective establishments, also travelling allowances and contingencies.

‡ This includes salaries of Professors, Masters, &c., Scholarships, expenses of the Book Department, Translation Department, grants for building school-houses, grants-in-aid to private institutions, contingencies, charges on Dakshina Fund, and other miscellaneous charges.

2. The total expenditure, under this department for 1865–66, was as follows:—

	Rs. *a.* *p.*
From Imperial Funds	8,70,068 5 1
From Local Funds	8,44,233 3 11

The present expenditure, if computed at the same rate for 12 months would show:—

	Rs. *a.* *p.*
From Imperial Funds	10,00,012 15 7
From Local Funds	6,56,323 8 10

which would imply an increase upon the previous year's expenditure of Imperial funds, at the rate of *Rs.* 1,29,944. 10. 6., and a decrease of *Rs.* 1,87,909. 11. 1., in the rate of expenditure of Local funds.

3. The following Table explains the increase in rate of Imperial Expenditure:—

	ACTUAL EXPENDITURE FROM IMPERIAL FUNDS.				Remarks.
	1865–66.	1866–67.	Increase.	Decrease.	
	Rs. *a.* *p.*	*Rs.* *a.* *p.*	*Rs.* *a.* *p.*	*Rs.* *a.* *p.*	
Direction and Subsidiary Charges	46,809 3 2	43,262 2 4	– –	3,547 – 10	
Inspection and Subsidiary Charges	1,18,156 10 1	1,12,140 11 7	– –	6,105 14 6	
Instruction, including all Educational Expenditure not coming under the above heads	7,05,102 – 10	7,61,275 11 1	56,173 3 3	– –	Detail of this increase is shown below.
TOTAL *Rs.*	8,70,068 5 1	9,16,678 9 –	56,173 3 3	9,562 15 4	
		Deduct Decrease	9,562 15 4		
DETAIL OF INCREASE ON INSTRUCTION.		Net Increase *Rs.*	46,610 3 11		
Government Colleges and Schools.					
General	4,40,921 13 4	3,85,729 9 11	– –	55,192 3 5	
Special	95,557 – 1	96,788 5 3	1,231 5 2	—	
Grants-in-Aid to Private Colleges, Schools, and Builings.					
General Education	29,430 12 –	93,571 2 3	64,140 6 1	—	
Special Education	25,514 – –	13,537 9 11	– –	11,970 6 2	
Translation Department	8,026 7 1	6,184 12 6	– –	1,841 10 7	
Book Department	1,05,652 7 1	1,56,097 11 3	50,445 4 2	—	
To Dr. Bühler for Sanscrit Manuscripts	– –	8,870 – –	8,870 – –	—	
Miscellaneous	– –	496 8 –	496 8 –	—	
TOTAL *Rs.*	7,05,102 7 10	7,61,275 11 1	1,25,183 7 5	69,010 4 2	
		Deduct Decrease	69,010 4 2		
		Net Increase *Rs.*	56,173 3 3		

From

From this statement it will be seen that there are two main items of increase: (1.) 64,140 rupees additional grants to private schools and buildings; (2.) 50,445 rupees additional expenditure in the Book Department. The latter item is balanced partly by an increase of 26,448 rupees over the sum paid into the Treasury on account of the sale of books during 1865-66; partly by the additional stock of books laid in for sale during the present year.

4. The expenditure from local funds during the 11 months under report, as contrasted with that of the previous entire year, may be stated as follows:—

Local Funds, including Cess, Fees, Popular Contributions, &c.

	1865-66.			1866-67.		
	Rs.	*a.*	*p.*	*Rs.*	*a.*	*p.*
Central Division	4,70,710	3	11	2,97,247	3	5
Northern Division	2,95,028	1	1	2,09,761	4	6
Southern Division	43,001	12	6	52,994	11	10
Sind Division	35,493	2	5	41,626	11	2
TOTAL *Rs.*	8,44,233	3	11	6,01,629	14	11

	Rs.	*a.*	*p.*
Net decrease of actual expenditure from local sources	2,42,603	5	–
Net decrease of expenditure calculated at the same rate for 12 months	1,87,909	11	1

5. This decrease is, however, merely apparent, being due to my having excluded in this Report, from the head of Local Funds, about 2,00,000 rupees, private expenditure, which appeared under this head in last year's Returns.

6. Objects of Expenditure on Instruction during 1866-67:—

	From Imperial Funds.			From Local Funds.			TOTAL.		
Government Institutions:	*Rs.*	*a.*	*p.*	*Rs.*	*a.*	*p.*	*Rs.*	*a.*	*p.*
(*a*) General — Colleges	65,979	1	11	37,855	1	4	1,03,864	3	3
(*a*) General — High Schools	77,239	7	7	43,894	12	7	1,21,134	4	2
(*a*) General — Middle Class Schools	79,776	11	–	1,28,015	14	3	2,07,792	9	3
(*a*) General — Lower Class Schools	1,43,448	4	5	2,46,347	8	8	3,89,795	13	1
(*b*) Special	96,788	5	3	17,224	5	4	1,14,012	10	7
(*c*) Female Schools	341	–	–	4,214	4	9	4,555	4	9
Total *Rs.*	4,63,572	14	2	4,77,581	14	11	9,41,154	13	1
Private Institutions receiving Aid from Government.									
A. On the System of Payment for Results:									
(*a*) General — Colleges	—			—			—		
(*a*) General — High Schools	4,434	–	–	–	–	–	4,434	–	–
(*a*) General — Middle Class Schools	12,196	–	–	–	–	–	12,196	–	–
(*a*) General — Lower Class Schools	558	8	–	2,683	5	4	3,241	13	4
(*b*) Special	—			—			—		
(*c*) Female Schools	3,105	–	–	–	–	–	3,105	–	–
Total *Rs.*	20,293	8	–	2,683	5	4	22,976	13	4

	From Imperial Funds.	From Local Funds.	Total.
Private Institutions receiving Aid from Government—continued.			
B.—Not on the System of Payment for Results:	Rs. a. p.	Rs. a. p.	Rs. a. p.
(a) General—Colleges	—	—	—
(a) General—High Schools	—	—	—
(a) General—Middle Class Schools	36,851 6 3	- - -	36,851 6 3
(a) General—Lower Class Schools	—	—	—
(b) Special	13,537 9 11	- - -	13,537 9 11
(c) Female Schools	—	—	—
Total Rs.	50,389 - 2	- - -	50,389 - 2
Book Department	1,56,097 11 3	117 - 5	1,56,214 11 8
Translation Department	6,184 12 6	10 - -	6,194 12 6
Buildings	36,426 4 -	1,11,287 4 1	1,47,713 8 1
Expenses from Dakshina Funds	18,945 1 -	- - -	18,945 1 -
To Dr. Bühler for Sanskrit Manuscript	8,870 - -	- - -	8,870 - -
Miscellaneous	496 8 -	1,247 4 5	1,743 12 5
Total Rs.	2,27,020 4 9	1,12,661 8 11	3,39,681 13 8
Grand Total Rs.	7,61,275 11 1	5,92,926 13 2	13,54,202 8 3

7. Results of expenditure on instruction during 1866–67, showing number of schools, scholars, and average attendance in all grades:—

	Number of Colleges or Schools.	Number on the Roll.	Average Daily Attendance.
Government Institutions.			
At Colleges affiliated to the University (*i.e.*, Elphinstone, Poona, Grant Medical and Engineering Colleges and Law School)	5	364	325·4
At Colleges not affiliated (*i.e.*, Guzerat Provincial College)	1	39	33
At Higher Class Schools (*i.e.*, Elphinstone, Poona, Ahmedabad, Belgaum, Surat, Rutnagherry, Dhoolia, Hyderabad, and Kurrachee)	9	1,839	1,568
At Middle Class Schools (*i.e.*, First Grade and Second Grade Anglo-Vernacular Schools)	191	23,150	18,819·1
At Schools of Lower Class (*i.e.*, Vernacular or Primary)	1,357	79,189	59,463·4
At Female Schools	61	1,935	1,234·1
At Special Schools	8	278	240·3
Total	1,632	106,794	81,683·3
Private Institutions receiving Aid from Government.			
At Higher Class Schools	6	2,116	1,681
At Middle Class Schools	13	1,892	1,716
At Lower Class or Primary Schools	23	946	702
At Female Schools	12	1,193	928
At Special Schools	2	143	107
Total	56	6,290	5,134
Private Institutions not receiving Aid, but under Inspection only.			
At Higher Class Schools	1	137	110
At Middle Class Schools	15	1,268	943·2
At Lower Class or Primary Schools	33	2,156	1,548·4
At Female Schools	17	902	475·6
Total	66	4,463	3,077·2
Grand Total	1,754	117,547	89,894·5

8. Increase

8. Increase of schools and scholars during the 11 months under report:—

Grade of Schools.	Number of Schools.				Number of Scholars.			
	1865-66.	1866-67.	Increase.	Decrease.	1865-66.	1866-67.	Increase.	Decrease.
Government Institutions.								
High Schools	9	9	–	–	1,741	1,839	135	37
Middle Class Schools	168	191	23	–	23,925	23,150	577	1,352
Lower Class Schools	1,104	1,357	253	–	66,474	79,189	12,715	—
Female Schools	31	61	30	–	1,127	1,935	808	—
Normal Schools	4	5	1	–	150	165	20	5
Special Schools	3	3	–	–	112	113	3	2
Total	1,319	1,626	307	–	93,529	106,391	14,258	1,396
Private Institutions receiving Aid from Government.								
High Schools	1	6	5	–	588	2,116	1,528	—
Middle Class Schools	5	13	8	–	834	1,892	1,058	—
Lower Class Schools	11	23	12	–	523	946	423	—
Female Schools	10	12	2	–	1,238	1,193	–	45
Normal Schools	—	—	—	—	—	—	—	—
Special Schools	2	2	–	–	100	143	43	—
Total	29	56	27	–	3,283	6,290	3,052	45
Private Institutions not receiving Aid, but under Inspection only.								
High Schools	1	1	–	–	77	137	60	—
Middle Class Schools	10	15	5	–	941	1,268	327	—
Lower Class Schools	15	33	18	–	1,148	2,156	1,008	—
Female Schools	17	17	–	–	912	902	–	10
Normal Schools	—	—	—	—	—	—	—	—
Special Schools	—	—	—	—	—	—	—	—
Total	43	66	23	–	3,078	4,463	1,395	10
Grand Total	1,391	1,748	357	–	99,890	117,144	18,705	1,451

9. Net increase of schools and scholars may be stated as follows:—

	Schools.	Scholars.
Government Institutions	307	12,862
Aided Institutions	27	3,007
Inspected only	23	1,385
Total	357	17,254

10. The result of the high school education in this department, as shown by the numbers matriculated during the year, has been as follows:—

Institution.	Number Matriculated in December 1866.
Elphinstone High School	19
Poona ditto	16
Rutnagherry ditto	9
Surat ditto	6
Ahmedâbad ditto	5
Belgaum (Sirdars) ditto	3
Dhoolia ditto	3
Hyderabad ditto	3
Kurrachee ditto	1
Total	65

Besides these, the following Government institutions succeeded in passing each one candidate:—

Poona Training College, Neriad Anglo-Vernacular School, Ahmednuggur Anglo-Vernacular School, Nassick Anglo-Vernacular School. Two candidates from Poona Civil Engineering College, and one who had formerly attended Poona College, passed.

11. The following is a corresponding Table for aided institutions:—

Institution.	Number Matriculated in December 1866.
Free General Assembly's Institution	7
General Assembly's Institution	1
Sir Jamsetjee Jejeebhoy Parsee Benevolent Institution	2
Poona Free Church Institution	2
Total	12

12. The results of the collegiate instruction in this department, as shown by the numbers who have passed the higher University examinations during the year, are as follow:—

First Examination in Arts.	Numbers Passed.
Elphinstone College	14
Poona College	4

B. A. Degree.

Elphinstone College	9
Poona College	6

M.A. or Honours in Arts (entitling to M.A. Degree).

Elphinstone College	3
Poona College	—

L.M. Degree.

Grant Medical College	2

LL.B. Degree.

Government Law School	2

First Examination in Civil Engineering.

Poona Civil Engineering College	2

13. The following is a corresponding Table for aided institutions:—

First Examination in Arts.	Numbers Passed.
Free General Assembly's Institution	3

Book department.

14. The amount paid into Her Majesty's Treasury of sums received from the sale of books (including an adjustment for *Rs.* 1,008. 11. 5. of the sum allowed to the Director of Public Instruction, for gratuitous distribution of books) has been, during the 11 months under report, *Rs.* 1,25,353. 3. 7., against *Rs.* 1,25,706. 13. 10. drawn. It so happened that within three days after the close of the official year, a further sum of *Rs.* 6,608. 15. 7. was paid in, so that the amount drawn for the printing and purchase of books has been clearly covered, while a considerable stock has been laid in towards the wants of the present year. Of the sum drawn, *Rs.* 9,838. 14. 1. were expended on the encouragement of literature; which sum has also been covered by the sales of the department.

15. The

15. The following Table shows the sums drawn from and paid into the Treasury during the last four years:—

Year.	Amount Drawn.	Amount Paid.
	Rs. a. p.	*Rs. a. p.*
1863-64 - - - - -	71,242 5 7	81,557 8 1
1864-65 - - - - -	80,117 2 11	93,756 2 3
1865-66 - - - - -	79,995 13 10	98,904 9 4
1866-67 - - - - -	1,25,706 13 10	1,25,353 3 7

The increase now exhibited of more than 26,448 rupees, during an official year of only 11 months, over the amount paid in during the previous official year of 12 months, will serve to indicate the progressive state of the department.

16. The following is a general statement of the number and value of the books issued from the Central Book Depôt during the year, as returned by the Curator:—

	Number of Copies.	Amount.
		Rs. a. p.
1. Books sold for cash in Central Book depôt - - - -	8,133	3,082 12 –
2. Books issued on credit - - - - - - - -	36,809	29,364 13 3
3. Books issued to the subordinate depôts for sale - - -	226,154	83,020 5 –
4. Books issued for printing new editions - - - - -	28	12 11 –
5. Books sold by public auction, as per Resolution of the Government of Bombay, No. 264, dated the 28th April 1866 - - - - - - - - - - - -	1,882	844 5 6
Total - - -	273,006	1,16,324 14 9

During the latter part of the year under report, the system of issuing books on credit has been discontinued. In future tables of the above kind, this item will therefore no longer appear.

17. The following table shows the number and value of the copies of school books and maps in different languages, printed and purchased by the Book Department in 1866-67.

Names of Books.	Number of Copies.	Value.
A. Books Printed.		*Rs. a. p.*
1. English - - - - - - - - - - -	60,000	4,280 – –
2. Marathi - - - - - - - - - - -	135,533	38,696 – –
3. Gujarathi - - - - - - - - - - -	57,000	15,213 – –
4. Sanskrit - - - - - - - - - - -	1,000	700 – –
5. Hindustani - - - - - - - - - -	1,500	440 – –
6. Sanskrito-Marathi - - - - - - - -	1,500	3,968 – –
7. Anglo-Marathi - - - - - - - - -	10,000	90 – –
Total - - -	266,533	63,387 – –
B. Books Purchased.		
1. English - - - - - - - - - - -	44,640	43,516 4 11
2. Latin - - - - - - - - - - -	1,329	1,412 9 5
3. Marathi - - - - - - - - - - -	1,407	942 3 7
4. Sanskrit - - - - - - - - - - -	941	2,114 – 2
5. Hindustani - - - - - - - - - -	638	350 12 8
6. Canarese - - - - - - - - - - -	7,210	1,457 9 –
7. Anglo-Gujarathi - - - - - - - - -	375	750 – –
8. Anglo-Marathi - - - - - - - - -	700	1,937 8 –
Total - - -	57,240	52,480 15 9
Grand Total - - -	323,773	1,15,867 15 9

22. In

General remarks on the above statistics. Definitions of terms.

22. In order to obtain materials for this Report, a common form of Returns was, for the first time, prescribed to Educational Inspectors. It is indeed no easy matter to give clear information about a large and complicated department. The form prescribed was experimental, and requires improvements; but I trust it will serve as the foundation of a better system of annual reporting in the future. One of the great sources of misapprehension in Educational Returns consists in ambiguity of terms. And here, to obviate such misunderstanding, I would beg to point out the sense in which certain terms are used throughout this Report. By the term "Government schools," I understand all such schools as are entirely *managed* by this department, whether any Imperial funds are expended on them or not. Thus the Vernacular schools established out of local cess, are returned as Government schools, because they are entirely under the control of this department, which orders the studies, fixes the fees, and appoints or removes the masters. For the same reason, many schools in Kattyawar, being managed by this department, though supported by the chiefs without aid from Imperial sources, have been returned by Mr. Curtis as Government schools. On this principle, the few schools in the Peint State should have been returned as Governmental. By the term "aided schools," I understand schools *managed privately*, receiving aid from Government, and inspected by this department. By the term "schools inspected only," I understand private schools neither managed by us nor aided by Government, but to which the benefit of inspection by this department is afforded at the request of the patrons or managers. To the term "Local funds," a restricted meaning has been given, as in previous Reports it was customary to include under this head, Expenditure from private sources on the few schools which received aid from Government. In the present Report no sum has been entered under the head of "Local Funds" which has not been actually administered and accounted for by this department. The only sum of Private Expenditure which has been admitted under this head has been 2,683 rupees, on account of the Peint State schools, which sum was administered by the Educational Inspector. "Private Expenditure" has been indeed altogether omitted from this year's General Returns, simply on the ground that this department could not guarantee the correctness of the amounts reported to have been spent by private school managers. It is also in accordance with the spirit of a system, which looks only to *results* in private schools, to ignore the expenditure by which such results have been obtained. But should Government wish "Private Expenditure" returned, according to the practice of other Presidencies, nothing can be easier than to enter the sums reported by school managers.

"Government schools."

"Aided schools."

"Schools inspected only."

"Local funds."

The imperial grant for education.

23. The Imperial expenditure connected with this department during the 11 months under report was shown above (para. 1) to have been *Rs.* 9,16,678. 9. From this amount must be deducted a refund of *Rs.* 1,25,353. 3. 7., being the amount paid into the treasury from the sales of school books (*see* para. 15). The real expenditure from Imperial sources under this department has therefore been *Rs.* 7,91,325. 5. 5. There are, however, other items of expenditure coming under the Budget head of "Education, Science, and Art" which are not under this department; they are as follows:—

	Rs.	*a.*	*p.*
* Bombay University	49,512	–	–
† Central Museum	9,989	–	2
Grant to Mechanics' Institution	150	–	–
„ to Agri-Horticultural Society	2,790	–	–
„ to Bombay Branch of Asiatic Society	3,300	–	–
„ to Botanical Gardens	8,976	2	5
„ to Geographical Society	520	–	–
TOTAL *Rs.*	75,237	2	7

Thus the total Imperial expenditure on "Education, Science, and Art," during the 11 months under report, has been *Rs.* 8,66,562. 8., which, if taken for 12 months, gives an annual rate of *Rs.* 9,45,3[illegible]0. 15. standing against *Rs.* 9,32,184. 6. 3. actually expended in the official year 1865–6[illegible] The rate of expenditure then for the past and the previous

* Details of Expenditure on the University [illegible] as follow:

Bombay University.

	Rs.	*a.*	*p.*
Allowances to examiners	31,709	10	3
Registrar's salary	3,900	–	–
Establishment of ditto	1,529	–	–
Contingencies	7,490	3	[illegible]
Printing charges	3,919	10	[illegible]
House-rent	660	–	–
Temporary increase	165	–	–
Grain compensation	41	12	–
Prize and medals	96	12	–
TOTAL	49,512	–	–

† Details of Expenditure on the Central Museum are as follow:

Central Museum.

	Rs.	*a.*	*p.*	*Rs.*	*a.*	*p.*
Salary of the curator from 27th Dec. 1864 to 31st March 1867	3,448	6	2			
Establishment	1,106	8	–			
Contingencies	434	2	–			
				9,989	–	2

previous year appears nearly stationary, and when compared with the estimated revenues of the Bombay Presidency for the current year, namely, 8,75,93,700 rupees (*see* Resolution of the Government of India, No. 405, dated 10th April 1867), it appears to bear the ratio of 1½ per cent. to the Presidential Revenues. This proportion must be admitted to be small, especially when it is considered that in England the Parliamentary Grant for Education during 1866–67 was 1,030,660 *l.*, which, on an Imperial revenue of 68,000,000 *l.*, gives a proportion of more than 1½ per cent., and that the English Parliamentary Grant is almost entirely for subsidies to primary schools, whereas in this country the education of the people implies not only the diffusion of primary instruction, but also the introduction of higher learning and science, and the doing for India of all that the richly endowed universities, and ancient grammar schools, and centuries of refinement have done for England. Were 2 per cent. per annum on the Presidential Revenues allowed to Bombay for "Education, Science, and Art," the whole aspect of this department and of the university might, in my opinion, be speedily changed for the better.

Increase in the rate of imperial expenditure due to extension of the grant-in-aid system.

24. I have shown above (para. 3) that the chief item of increase of Imperial expenditure under this department consists of grants-in-aid to private schools and buildings. Part of this consists of extraordinary grants (*e. g.*, 22,207 rupees for the school buildings of the Great Indian Peninsula Railway Company); the rest is due to the favourable working of the newly introduced system of grants-in-aid by payment for results. Under this system new grants have been awarded to the amount of *Rs.* 20,293. 8.

Decrease in expenditure from local funds only apparent.

25. It has been above shown (para. 5) that an apparent decrease in Local Funds Expenditure, to the amount of 2,00,000 rupees, has been caused by the exclusion of Private Expenditure from the head of local funds. In Gujerat there has been an actual decrease of Local Funds Expenditure to the amount of 63,713 rupees, owing to the accumulations of two years' local cess having been expended on school-houses in that division during 1865–66. On the other hand, there appears to have been an increase of expenditure from local cess in the central division of about 30,000 rupees; in the southern division, of about 12,000 rupees; and in Sind, of about 6,100 rupees. The increase of school fees throughout the Presidency may be stated as follows:—

	Fees.	
	1865-66.	1866–67, For 11 Months.
	Rs. *a.* *p.*	*Rs.* *a.* *p.*
Central Division - - - - - - - - -	92,622 12 4	94,257 2 7
Northern ditto - - - - - - - - -	25,912 1 6	31,975 12 –
Southern ditto - - - - - - - - -	10,857 12 7	13,488 8 7
Sind - ditto - - - - - - - - -	4,583 – 10	3,688 14 3
Total - - - *Rs.*	1,33,975 11 3	1,43,410 5 5

Net Increase during 11 Months of 1866-67 - - - - *Rs.* 9,434. 10. 2.

Another source of local funds may be mentioned, which has been opened this year for the first time, namely, the assignment of 10,000 rupees per annum by the worshipful bench of justices in Bombay, for the extension of primary schools within the island. This assignment was much wanted, and will be very useful, and I trust that hereafter it may be increased.

Progress and working of local cess.

26. I continue to receive from inspectors the most cheering accounts of the operation of the local educational cess. Mr. Russell writes as follows:—

"The cess operations have already begun to bring the subject of popular education before both the masses and their rulers in a somewhat different and clearer light than before. The people are beginning to look on schools as necessary popular institutions, and not merely as a part of the administrative machinery of a foreign government, with which they have little or no concern. The cess-payers now want something in return for their money, and the school attendance of the agricultural classes is increasing. The troublesome and precarious resource of 'popular contributions' for schoolmasters' salaries is dispensed with, since the levy of the cess (but the people are too apt to think that the cess is sufficient for all their school requirements, or, at least, to allege this as a ground for refusing further local contributions, even when urgently needed). Another good effect of the cess is the good example it sets to inamdars, jagheerdars, &c., and their people, who see its operations, however humble at present, in the neighbouring British territory. For instance, I and my deputies have been asked by the people of non-government villages to get the school cess levied for them."

Mr. Curtis reports as follows:—

"The local cess continues popular, and from the numerous petitions received from the people for schools and school-houses, it seems that they are determined to receive the full benefit of the money they contribute towards the extension of education. In many places where new school-houses, erected from local funds, were used for the first time, the people raised subscriptions to feast the pupils, and made the day one of rejoicing, and this without any hint from our department. The sum of 428 rupees in nine places in the Surat Collectorate alone was subscribed and spent in this manner."

The expenditure of the local cess has been strictly limited to meeting (in the first place) the wants of the people for vernacular, or, as we call it "primary" education. And the operation of this rule is most salutary. The money collected has been expended on the sort of schools required by the class of people (the cultivators) by whom it was subscribed. And the result has been to infuse into this class, for the first time, some interest in education. I have been struck, when travelling in the country districts, by the large proportion of the sons of cultivators to be found in every village school. The people, as a rule, look upon the local educational cess as a voluntary contribution; they feel a certain amount of pride and pleasure in it, and are apparently eager in looking for advantages to be derived from it. The people by this cess provide for themselves, wherever it is levied, the means of primary instruction, and I think that there are four boons which, in acknowledgment of this, they may fairly look to Government to guarantee them; first, that every talooka shall have its first grade Anglo-vernacular school, supported by an Imperial grant and fees; second, that each zillah shall have its high school, supported in the same way; third, that every school-building for which an assignment is made by local cess committees shall receive an equal subsidy from Government; fourth, that some provision shall be made for insuring pensions, under the ordinary uncovenanted service rules, to local funds schoolmasters. These principles have as yet been by no means recognised. There has been apparently some misapprehension as to the exact nature of the local educational cess in this Presidency. The Supreme Government has spoken of it as "a part of the land revenue set apart for educational purposes," which is far from accurately representing the character of this contribution. Owing apparently to this misunderstanding, there has been an unwillingness to sanction proposals which, I humbly think, were fairly due to the people.

Working of grants-in-aid system.

27. The grants-in-aid system on the principle of payment for results may now, for the first time, be reported as having come into extended operation in this Presidency. 24,308 rupees have been awarded under this system to schools, the great majority of which were never previously aided by Government or inspected by this department. The inspectors are unanimous in their favourable testimony to the success of the system. Major Waddington writes:—

"The Revised Rules published in February 1866 have had a fair trial during the year, and I have personally examined all but two of the schools applying for aid under them. The system is, I am convinced, an admirable one, and while it meets with the cordial approval of school managers, it ensures, as far as any system can, a due economy of the public funds."

Mr. Moore writes as follows:—

"This system has made a fair start in the province. The mission schools at Hyderabad and Kurrachee have been examined under the standards during the year. The Saint Patrick's (Roman Catholic) School has since been examined, and the Marathi School has been registered for examination. I consider that the introduction of this system is calculated to exercise a very beneficial effect. The system of marking is minute and tedious to the examiners, but it has its advantages. It enables a comparison to be drawn between schools of the same class, and it thus inspires the masters and pupils with emulation. It moreover greatly assists the inspectional staff, for after a school has once been examined and marked, it enables the inspector to judge at the next examination what progress a school has made during the year; and to private scholastic institutions it affords liberal pecuniary assistance, for want of which the efforts of many such schools are retarded."

From a departmental point of view, the system is of course most satisfactory, for it stimulates the managers of private schools to fresh exertion in the improvement of their pupils; it tends to the constant raising and keeping up of the schools; it prevents the attention of teachers being concentrated on the best pupils to the neglect of others; it relieves the inspecting officer of all responsibility in stating his "impressions;" it gives a reason for every increase or diminution of Governmental aid; it is a liberal and yet an economical system, for not a rupee is paid except for actual progress in a pupil, and though an efficient school may obtain, under the system, a third of its expenses from Government, a school must be exceptionally efficient to obtain a higher rate of aid than this. But as far as we have gone, the system appears to be not only popular with this department, but also almost equally so with the managers of private schools. There is no doubt that it will obtain considerable extension, and be productive of great good in the future. For examination during the present year I have registered 17 additional schools, and I shall cordially welcome every fresh advance which the system makes, being confident that, as long as it is properly administered, it is a just system, and that it will tend to produce an amount of secular instruction which Government could not otherwise have produced except at far greater cost. The grants hitherto awarded "for results" have been made to schools previously existing, and have been almost confined to the large towns of Bombay and Poona (*see* above, para. 22); but I already see traces of the action of the system, in calling schools into existence. When the missionary societies, railway companies,

panies, and analogous bodies have done their part in school extension under this system, the question will arise how far the native communities will take it up. And with regard to this, it must be remembered that the grant-in-aid system implies effective school management by private bodies, which implies local enlightenment. And therefore I would say that it would be hardly fair to the people who bear the burden of a local cess, and are eager for instruction, if Government were entirely to wait upon the development of a grant-in-aid system, especially in a country like this. I think that this system should, for the present, be looked on as subsidiary to the operations of Government, and should not be made to set aside the principle suggested above (para. 26), that an Anglo-vernacular school should be provided for the people in every talooka, and a high school in every zillah, at the cost of the State. There are two other considerations which I would venture to submit in connection with our recent inauguration of the grant-in-aid system; 1st, that there are some things which we can never look to this system to supply for India, namely, the introduction of higher learning and science; 2ndly, that the development of the system will call imperatively for the maintenance of a high class of educational inspectors, and therefore for placing the superior appointments of the educational service on a better footing than they hold at present.

29. The table in para. 9 shows a net increase of schools and scholars during the year as follows:— Increase of schools and scholars.

	Schools.	Scholars.
Government Institutions - - - - -	307	12,862
Aided institutions - - - - - -	27	3,007
Inspected only - - - - - -	23	1,385
TOTAL - - -	357	17,254

The increase in aided schools and scholars is not an actual increase of instruction in the presidency, but chiefly shows schools not previously aided, and now for the first time brought on the returns of this department.

30. As mentioned by me in my last Annual Report (para. 45), the standards laid down in the Provisional Revised Rules for Grants-in-Aid have been prescribed to be universally used by inspecting officers in their examinations of Government schools. The object of this change was in the first place to secure definiteness and accuracy of reporting, in the second place to facilitate a comparison between private and Government schools. Results of inspector's examinations of Government schools under prescribed standards.

As might have been expected, there was considerable difficulty about introducing the system of examining Government schools under standards, especially with the various modifications which we were obliged to make in them. The inspectors unanimously report that the system has not yet been fully understood, and it must be considered to have been as yet only on trial, or at all events as only in its infancy. I hope that the difficulties of the plan may be overcome, as I think its advantages are beyond doubt.

31. Of the Government Arts Colleges (Elphinstone and Poona), I have still to report that, under considerable difficulties, they maintain a high state of efficiency. Judging from actual results in the students they turn out, there is no branch of the department that I contemplate with greater pleasure. These results are entirely due to the high character, attainments, and zeal of the principals and professors. But the professors are too few in number. Both colleges are under-manned in teaching power. There is no professor of Latin or of history attached to either college. On the present state of Government institutions. (*a*) Arts colleges.

33. A second great difficulty which the colleges have to encounter lies in the inferior condition of the high schools of the presidency. This weak arm of the department has been a never-ceasing matter of complaint, and I regret that the small measures of improvement solicited by me for the high schools and their feeders (*see* my last Annual Report, para. 44) had not, at the close of the year under report, received sanction.

34. A third cause for the depression of the Arts colleges, in point of numbers, consists in the want of appreciation by the richer natives of the advantages of collegiate education. Generally speaking, the natives of this presidency have shown considerable good sense in availing themselves of the education provided, or aided, by Government. But this is far less the case with regard to higher education, in respect of their appreciation of which the inhabitants of Bombay present an unfavourable contrast to those of the Bengal Presidency. In the last report of the Calcutta Presidency College, I find a classification of the students on the rolls according to the social position of their parents. This return shows 109 students as the sons of "zemindars, talookdars, and other persons of independent income" against 108 sons of "Government servants and pensioners," 76 sons of "merchants, bankers, banians, and brokers," 41 sons of "professional persons," 56 sons of "shopkeepers," and 95 "others." I have not as yet received such a classification of the Elphinstone and Poona College students; but when it is made, I doubt not that the contrast of social position of the students will be very much to the disadvantage of our colleges. Not only

only is any class like that of the sons of the zemindars entirely wanting in our colleges, but also the native merchants of Bombay themselves seem to have most narrow views as to the value of collegiate education. Even rich men, as I have personally found in more than one instance, object to the payment of a ten rupees fee for their sons. They have not yet got rid of the notion that in a Government college education should be given gratuitously. They forget that they are only asked to pay 120 rupees per annum for education which costs, as yet, *Rs.* 605. 4. 4. per annum for each student attending.

(*b*) High schools.

In speaking generally of the backward condition of the Government high schools of this presidency, I refer, first, to the small number of boys from them who have succeeded in passing the matriculation examination during the year, namely, 65 in all, out of which 19 were from Elphinstone High School, and 16 from Poona High School. This number stands against 70 matriculated last year, so that in this respect, at all events, there has been no improvement. Secondly, to the raw and uncultivated state even of these passed candidates, who come to the colleges with very little general knowledge, without taste or literary feeling, and generally without even the rudiments of a classical language. Third, to the inaccurate way in which English is taught in the high schools, as testified by the mistakes of idiom and grammar which cling to the University students throughout their career, and which only a few of the best graduates even ultimately succeed in shaking off.

37. In pointing out these deficiencies, I do not mean to throw blame on the head masters, whose exertions have been exceedingly praiseworthy. But the difficulties they have had to contend with have been hitherto almost insurmountable, first, in the material they have had to deal with, namely, the boys sent up from Anglo-vernacular schools; second, in their assistant masters, of whom the great majority are raw youths, who have barely succeeded in passing the matriculation examination. The University is the great Normal school for assistant high schoolmasters, and at present we are involved in a circle. The University is depressed, because the high schools are not better, and the high schools are depressed, because the University does not furnish more and better scholars to be assistant masters. This state of things will gradually work itself out, and we may look to see the high schools flourish when every first grade high school has a European scholar for its head master, and none but graduates of the University for its assistant masters, and when this is the case, we may look in turn to see the colleges and the University improved.

38. On the whole, during the year there has been progress and amendment in the high schools.

(*c*) Anglo-vernacular schools.

39. The classification of schools proposed in my last year's report (paragraph 44) has been successfully carried out.

(*d*) Vernacular schools.

40. The numbers in attendance in "lower class" schools during the past year has been—

	Pupils.
At Government vernacular schools - - - - -	79,189
At Aided - - - ditto - - - - -	946
At Inspected - - - ditto - - - - -	2,156
TOTAL - - -	82,291

The total net increase of pupils in Government institutions over the previous year appears to have been 12,862, and out of this number 12,715 are due to an increase in the Government vernacular schools (*see* paragraphs 8 and 9). That fact alone suffices to show the direction in which this department has been successfully working. While middle class, high school, and University education has been nearly stationary, vernacular education has been spreading steadily over the country. The cultivator class has especially come under its influence, and it is from this class, under the operation of the local cess system, that the main part of our increase of pupils has been obtained. The vernacular schools in this presidency are all entered under the general head of "Lower Class Schools"; but there is a considerable range of difference between the inferior and the superior vernacular school. For the first classes in superior vernacular schools a Standard V. has been introduced, consisting of—1st. Arithmetic, complete; Euclid, first book; algebra, equations; mental arithmetic, complete. 2nd. Vernacular writing, from dictation; original composition in vernacular. 3rd. Reading vernacular newspapers; paraphrasing vernacular poetry. 4th. Vernacular grammar. 5th. History and map-drawing of India. 6th. History of England. In the Northern Division Mr. Curtis reports 46 boys to have been examined, and 41 to have passed under this very high standard. Under Standard IV., 237 are reported to have passed in the Northern Division, about 326 in the Central Division, and about 51 in Sind. The numbers passed in

in other standards may be seen by reference to the inspectors' tables. But the whole system of examination under standards has not yet been brought into full working, and the results cannot be absolutely depended on.

(e) Colleges for special education. Grant medical college.

41. The medical college of this Presidency suffers no less than the arts colleges from the inefficiency of the high schools. The small number of 18 matriculated students was in attendance on the college classes at the close of the year under report.

Poona civil engineering college.

42. I have every reason to believe that this institution, which, in the previous year, was affiliated by the University, has made a fair start. In October 1866 the college was thoroughly examined in all its parts by two special visitors (Captain Haig, R.E., and H. Coke, Esq., M.A.), appointed for the purpose by Government, and their report was generally favourable.

The Civil Engineering College will never attain its full development till, (1st) an adequate teaching staff has been sanctioned; and (2nd) the college building, now in course of erection, has been completed. It is almost needless to repeat that every qualified student which this college can turn out, whether from its university department or its vernacular classes, will be valuable to the country at the present time of public work extension.

Government law school.

43. The law classes continue to attract a large proportion of the *élite* of the arts graduates and other rising students of the University. This is no wonder considering the brilliant openings for an independent career in law offered to native students by the liberality of the High Court, under the present Chief Justice, Sir Richard Couch. Among the encouragements afforded during the past year, I have to mention (*a*) the diminution in the period of articled service for solicitorships in the High Court, according to University graduates in the resolution of the honourable Judges, dated 28th August 1866; (*b*) the appointment by the Chief Justice of a Hindoo Bachelor of Laws to be Deputy Registrar on the appellate side of the High Court.

(f) Normal schools.

44. There are altogether five normal schools under this department, with a total number of 165 pupils on the rolls, being an increase of one school and 15 pupils over last year's return. I am not at all satisfied with the working of these schools, especially of the so-called Poona Training College. Attention to the subject will be given during the present year. An application made by me more than a year ago for improvement in the establishment of the Ahmedabad Training College has not yet received an answer.

(g) Female schools.

45. The amount of Imperial funds expended on female education during the year has been as follows:—

	Rs. *a.* *p.*	*Rs.* *a.* *p.*
On Government Female Schools.		
Central Division	301 8 –	
Northern ditto	39 8 –	
Southern ditto	—	
Sind	—	
		341 – –
Aided Institutions—Central Division.		
Poona Convent School	2,180 – –	
Cavel Girls' School (Portuguese)	459 – –	
Indo-British	466 – –	
		3,105 – –
TOTAL – – *Rs.*		3,446 – –

So that actually only 341 rupees of the State funds has been spent in this Presidency during the year on Native female education, which indeed Government can hardly be said to have commenced undertaking in Western India.

In the Northern Division, where 2,301 Native girls are returned as under instruction, the schools are all but entirely supported by private endowments, though managed by this department. In the island of Bombay the Parsee schools (privately supported) are the most successful Native female schools in the Presidency. Throughout the Central and Southern divisions I have found here and there (*e.g.* at Poona, Sattara, and Belgaum) a few wretched little schools which appeared to be regarded equally by inspectors, deputy inspectors, and all others concerned (including the masters themselves) as merely *dilettante* institutions, not to be strictly criticised or treated with seriousness. In Sind no attempt whatever at introducing female education appears to have been made. The impression which I have generally received in travelling has been that all through the Marathi, Gujarati, and Canarese countries (for of Sind I am not able to speak), it will be perfectly possibly to introduce, with the full consent of the people, primary female schools, to be attended by girls up to 10 or 11 years of age. For this purpose I applied some months ago to Government for an annual grant of 30,000 rupees, to be expended in various ways according to the differences of local circumstances, but always with the view of establishing in every town and large village a primary female school. As yet no answer on the

the subject has been given by the Supreme Government. Such schools will require, before all things, to be put on a footing of strict inspection, with careful registry of attendance, and with entire abolition of the present purposeless system of annual "exhibitions," at which two or three girls exhibit the reading of a page (perhaps learnt by heart), and all the girls get prizes, irrespective of their attainments or attendance. One great step has already been taken, in the past year, towards bringing female schools under regular criticism, and that is the introduction of standards of examination. From reference to the returns of inspecting officers, it appears that in the Central Division about 15 girls passed the Vernacular Standard III.; 51 passed in reading and writing, and five in geography, under Standard II.; 76 in writing only (syllables) under Standard I. In the Northern Division 240 girls are reported to have passed under Standard I.; 100 under Standard II.; 71 under Standard III.; 23 under Standard IV.

This poor result of the inspectors' examinations will undoubtedly lead the way to better things. The first step is to get rid of the element of uncertainty, and to know exactly what the girls' schools have done as yet. In proposing the establishment of only primary schools for girls up to 10 or 11 years of age, I have confined myself to what I know to be feasible in present circumstances. Gradually, as social ideas are modified in this country, something more than primary instruction for women will become possible.

Miss Carpenter's visit.

46. In connection with the above subject must be mentioned, as one of the public events of the year, Miss Carpenter's philanthropic visit to India, with the express purpose of seeing what could be done to promote the education of the women of this country. Miss Carpenter's chief attention in this Presidency was drawn to Ahmedabad and to Bombay, and having seen the female schools in these places, she at once pointed out (what many have long felt) the disadvantage of none but male teachers being provided for these schools. After much discussion of the subject with Miss Carpenter, the leading inhabitants of Ahmedabad and some native gentlemen in Bombay severally addressed petitions to Government, soliciting the establishment of normal schools for the training of female teachers; and at the same time Miss Carpenter addressed to Government a memorandum embodying her conception of the arrangements to be made in establishing the normal schools which had been solicited. Miss Carpenter's inexperience of India naturally caused some of her proposals to require modification; but many of her suggestions were valuable, and the whole subject of the proposed normal schools is now under the consideration of Government. The natives of this country expressed gratitude to Miss Carpenter for her sympathetic exertions. And this department may well recognise the advantage of an external and private stimulus to the question of female education. As to the proposed female normal schools, highly desirable as they are, it must be remembered that to place women in positions of responsibility as teachers and managers of schools will be in this country a perfect novelty, and that the whole carrying out of the plan is sure to be attended by all sorts of difficulties, which however, we must hope in time to overcome.

Education of European and Indo-British children.

48. Contemporaneously with the extension in this Presidency of the grant-in-aid system, which will assist all classes in the community alike, there has been a considerable movement towards the providing of high middle class and high school instruction for European and Indo-British children. The Diocesan Board of Education, which came into existence just before the commencement of the official year, appears* to have aided three new schools in Bombay and one at Poona. The Great Indian Peninsula Railway Company has established, or is establishing, schools of their own at the large stations of Lanowlee, Egutpoora, and Bhosawul; and the Scottish Education Society (recently created) has established a high school in the Fort of Bombay. Quite unconnected with these movements, but calculated in the highest degree to encourage and assist them, was the Notification of the Government of Bombay, published under date the 27th February last, offering special allowances to boys of European and Indo-British parentage, who, after reaching a certain standard of qualification, should continue to study for and in the University of Bombay. This notification arose out of the expression of a wish by Her Majesty's Secretary of State (the present Lord Halifax), in his Despatch No. 2, dated 30th January 1864, that a boarding-house might be established in this Presidency for European boys pursuing the university course of study. After much consideration of the subject it was thought better, instead of going to the expense of a boarding-house, to offer stipends or exhibitions, tenable under conditions of respectable surveillance, to boys boarding wherever might be most convenient. When the plan was under consideration, not a single European or Indo-British boy had gone through the university course. The whole measure was therefore experimental, and was passed in uncertainty to what extent persons would avail themselves of the privilege offered. Up to the present time special allowances have been claimed for one boy, who has passed the first examination in arts, and for seven boys who have passed the prescribed standard of preparation for the university. Doubtless, when the numbers of claimants increase, Government will limit the number of special allowances to be awarded annually; and then these allowances will assume the character of exhibitions, to be competed for amongst the best European and Indo-British students. At a trifling expense to the State they may be expected to produce very advantageous results, by bringing the different classes of Her Majesty's subjects together within the university, and by introducing a new element among the college students.

Education of native princes and minor chiefs.

49. Among the educational events of the year I have to record steps in the direction of

* *See* Correspondence in Appendix.

of that all-important end, the education of native princes. The first of these was met by difficulties at the outset; its history is briefly as follows:—His Highness Maharajah Scindia, early in 1866, addressed a kharita to the Viceroy, requesting his Excellency to select and appoint a European gentleman to be tutor to his Highness's adopted heir (aged 13). As it was necessary that the tutor should be well acquainted with Marathi, the only language known by the minor in question, the Bombay Government was applied to to nominate a qualified gentleman. After due inquiry I had the honour to recommend for the tutorship an artillery officer, employed in the revenue survey, who knew Marathi and Hindustani, and who appeared to possess the requisite qualifications for so difficult and delicate a post. In order to obviate as much as possible future misunderstandings, I submitted, on the part of the selected officer, certain stipulations, to the effect that, as tutor to the adopted heir, he should have recognised rank in the Maharajah's Durbar, and that the rules and conditions of his life should be drawn up beforehand, and agreed to by his Highness on the one part, and by the Political Agent on the other. These stipulations having been approved by the Bombay Government, and afterwards by the Governor General in Council, were forwarded, together with the nomination asked for, to the Political Resident at Gwalior for acceptance by the Maharajah. His Highness, however, appears to have considered the conditions unnecessarily formal, and to have declined to accept them. Owing to this the negotiations were suspended for several months; but they have recently been renewed, and I trust that ultimately the heir to India's important throne may not be suffered to grow up uninstructed.

50. Analogous arrangements more immediately within this Presidency have been successfully inaugurated. An excellent plan has been adopted by Colonel G. S. Anderson, Political Agent in the Kolhapur State, for the education of the minor rajah, whose father (by adoption) died at the commencement of the year under record. This plan consists in the appointment of an accomplished political officer (Lieutenant West) to be governor to the young rajah, to take general superintendence of the minor, and to initiate him, as far as possible, in revenue and judicial business; and under Lieutenant West, a native graduate of the Bombay University has been appointed as tutor, to teach the rajah English, and other branches of ordinary instruction. The minor is about 18 years old, and will not be allowed to assume independent control of the Kolhapur State until he is pronounced by the Political Agent to have qualified himself for rule, by a sufficient progress in knowledge. The plan devised by Colonel Anderson is one that may be worthy of imitation elsewhere; European officers of high standing and cultivation would often be willing to accept the appointment of "governor" to a native minor, when they would hesitate to undertake the drudgery of a tutorship, the duties of which would be actually better performed by a native graduate of an Indian university. The experiment has been repeated in the case of the minor chief of Miraj, to whom Mr. Bellai[illegible] (M.A.) has lately been appointed governor, with a Marathi graduate to perform the functi[illegible]s of tutor.

Popular education in native States.

51. The extension of popular education that [illegible]as taken place during the past year in native States must not be passed over without [illegible]otice. *In Kattywar there has been an* increase of 3,243 pupils in primary schools, and [illegible]*45 in Anglo-Vernacular schools. In the* small State of Sángli I found liberal and enlig[illegible]ened measures being taken by the chief for the teaching of English, and for the encoura[illegible]ment of Sanskrit learning, and in the States of Kolhapur and Miraj, Colonel G. S. [illegible]Anderson is availing himself of the minority of the chiefs to establish an educational [illegible]ystem which will only require to be carried on when the minors assume independent ru[illegible].

Encouragement of literature.

53. The details of expenditure of *Rs.* 9,838. 14. 1[illegible] for the encouragement of literature are shown in tabulated form in Appendix J. Among the works patronised during the year may be mentioned especially:—

(*a*) *Englandama Pravas*, or Travels in England in the Gujarati language, by Mr. Kursondas Mulji. This spirited and sensible book is likely to extend useful information, and to produce a good influence among the Gujarati people.

(*b*) *Chronological Tables* in English, by Mr. Cowasjee Sorabjee Patel. This is a learned work of reference, suitable to be used in offices, where dates given according to different oriental systems have to be reduced to the Christian era.

(*c*) *Kharan Ghelo*, a historical novel, in Gujarati, by Mr. Nandshankar Tuljashankar.

(*d*) *Ratna Prabha*, a novel, in Marathi, advocating widow re-marriage, by Mr. Lakshman Moreshwar Shastri Halbe.

(*e*) *Arabi Bhashentil Suras va Chamatharika Ghosti*, being Part IV. of Mr. Krishna Shastri Chiplunkar's excellent Marathi version of the *Arabian Nights*.

(*f*) *Indruja Vidyana Shastra*, a Treatise on Physiology, in Marathi, by Mr. Bhikaje Amrut Chobe.

Scheme of Professors Bühler and Kielhorn.

56. The scheme reported by me last year for the editing of a series of Sanskrit classics, under the superintendence of Professors Bühler and Kielhorn, has been successfully inaugurated. During the past 11 months, "Panchatantra," Books I., IV. and V., have been prepared for the press by the professors themselves; the whole of the "Raghuvamsa" has been prepared by Mr. Sankar P. Pandit, M.A.; an edition of "Kadambari" has been undertaken by Mr. Govind Bhagvat, B.A.; and an edition of the "Kiratarjuniya," with the Commentary of Mallinatha, by Mr. Shivram B. Paranjpe, B.A. The printing of the "Raghuvamsa" has been commenced.

Professors Bühler's tour in search of Sanskrit MSS.

57. In Appendix G will be found Professor Bühler's report of a tour which he made in the months of November and December last, under orders of Government, through the South Maratha and Canarese districts in search of Sanskrit MSS. Such a tour was in itself almost a necessity, if merely with a view of ascertaining, as far as possible, the resources of private Sanskrit libraries in the south of the Presidency. Professor Bühler performed his mission with ability, and the results, as recorded by him, will be of interest to Sanskrit scholars. By conversing fluently in the Sanskrit language with Brahman Shastris at the various places which he visited, he succeeded to a great extent in inspiring confidence and in allaying the prejudices of persons who were at first unwilling to show their sacred volumes to a European. Professor Bühler appears to have made a useful collection of copies of various Sanskrit works, and he has probably established a connection which may be productive of further additions in future to a Sanskrit library, which will be placed under the custody of the Bombay University.

Spread of the study of Sanskrit, Jugannath Sankarsett scholarships.

58. The results anticipated by me in my last year's report from the foundation by Mr. Vinayekrao Sankarsett of Sanskrit scholarships in connection with the University Matriculation Examination, have been fully realised. Twenty-one candidates for these prizes presented themselves in November last, and the examiners appear to have been well satisfied with their performances. In four of our high schools (Elphinstone, Poona, Rutnagherry, and Dhoolia) a scholar-like teaching of Sanskrit has been established. In the remaining high schools the Sanskrit classes require reorganisation. The stimulus now given by the University of Bombay to the study of the ancient classical language of India appears to have been most timely; for it is reported by the deputy inspectors that the interest in Sanskrit, for its own sake, is dying out in the country.

Study of Latin.

59. Flourishing Latin classes in preparation for the matriculation examination seem to have been instituted in Elphinstone High School, by the vice-principal, Mr. Barrett, and in Poona High School, by the head master, Mr. Jacob. The same may be looked for hereafter in Belgaum and Ahmedabad high schools, and as the numbers of assistant masters who have graduated in Latin increase, the regular introduction of this language so useful to students who are to follow law or medicine, may be anticipated. I have pointed out above (paragraph 31) the want of Latin Professors in Elphinstone and Poona Colleges. It is much to be wished that the liberality of some private citizen would endow the university with Latin scholarships to correspond with the Sanskrit scholarships which have been founded in the name of Mr. Jugunnath Sankarsett.

Spread of English.

60. The following are the numbers of boys learning English in Government schools, with the net increase over former years:—

	Learning English.	Net Increase.
Central Division	5,266	329
Northern ditto	4,004	821
Southern ditto	Returns not furnished.	
Sind	481	92
TOTAL in Central and Northern Divisions and Sind	9,751	1,242

Probably about 10 per cent. out of the whole number in Government schools are learning English. The acknowledged tendency of the people to acquire the language of good appointments has been somewhat checked during the year, partly by an order of this department requiring a certain knowledge of his own vernacular before a boy is allowed to begin English in a Government school; partly by want of sanction for the improvement or establishment of Anglo-Vernacular schools, much asked for by the people, and very necessary to this department.

Classification of pupils in Government schools according to caste.

61. The different castes of pupils in Government schools have not been returned according to a uniform system by the Educational Inspectors. The following Table contains the information I have received:—

	Brahmans.	Other Hindus.	Mussulmans.	Parsees.	Others.
Central Division	17,512	28,053	2,047	1,610	409
Southern ditto	4,232	9,608	886	2	57
Northern ditto	-	No returns.			
Sind	-	1,823	995	32	18
TOTAL	21,744	39,484	3,928	1,644	484

Mr. Moore,

Mr. Moore, who has not separated Brahmans from "other Hindus," reports the proportion of Brahman pupils to other Hindus in Sind to be as 1 to 19; Mr. Curtis, who does not return the numbers of the different castes, gives a table of their relative proportions, from which it appears that Brahmans form 25·4 per cent., and other Hindus 59·2 per cent. of the entire number of pupils. In future years I shall hope to offer fuller and more interesting statistics of the different castes coming under instruction.

Physical education

62. Among the points brought to the notice of Government by Miss Carpenter, during her visit to Bombay, was the want of provision for the physical development of pupils in Government schools. Viewed as a general question in reference to the different classes of schools, to local circumstances throughout the presidency, to arrangement of school hours, to sites for play-grounds or gymnasia, to the provision of gymnastic teachers, and, above all, to the mode of meeting the necessary expenses, this subject is a large one. I have collected reports upon it, and hope, after due consultation with the educational officers, to submit proposals to Government. I may say here, however, that among the Deccan population there is a considerable fondness for active and athletic games, which might well be recognised in connexion with our schools.

General view of public instruction Western India.

64. From the statistics and information given in the foregoing pages, it will be easy, I think, to collect a general view of the strong and weak points of public instruction in this presidency. We are comparatively strong in vernacular instruction. The operation of the local cess, as administered under certain rules by independent local committees, has done great things in the way of providing funds for vernacular schools, and at the same time has created a remarkable interest in education throughout the country districts, wherever the cess is levied. Another great intellectual stimulus has been given to the people of this presidency by the successful introduction of our grant-in-aid system on the principle of payment for results. This system is sure to be instrumental in the extension and improvement of middle class English and Anglo-Vernacular instruction, but its operation will be limited by two clauses: first, by the numerical weakness of missionary bodies on this side of India; second, by the want of enlightenment in native communities throughout many large tracts of the presidency. These causes leave us dependent, to a great extent, for the present, on the direct action of Government in supporting, and on this department in managing, a due proportion of Anglo-Vernacular schools. As frequently mentioned by me in this Report, we are weak in Anglo-Vernacular schools, and weak in the quality of our high schools, to which the Anglo-Vernacular schools should lead, and weak in the number of collegiate students sent up by the high schools. In the apparatus of university science and learning we are singularly deficient. Connected with the whole University of Bombay, which is the fountain head of science and literature for 15,000,000 of people, we have not a single Professorship of History, ancient or modern, nor of Political Economy, nor of Latin, Greek, Arabic, or Hebrew, though every one of these subjects is entered in the university list of subjects for examination, and in almost all of them numerous candidates are constantly presenting themselves. There is only one Professor of Chemistry (attached to the Grant Medical College), and no Professor of Geology, or Astronomy, or applied Science, or even of Indian Law. In short, special research is neither taught to the student in this presidency (except perhaps in the case of Sanskrit) by precept, nor by example. In the university, from a scientific point of view, all is mediocrity; students in preparing for examinations receive a sufficient culture to qualify them generally for practical life; but that knowledge of a subject which renders a man "an authority" no one even thinks of aiming at. I mention this present state of things merely as an indisputable fact, and not as in any way a subject of wonder or complaint. The wonder rather is that education, moulded on European forms, should have made such progress, and obtained such sympathy from the people of this country. The Government, which has done so much for lower and middle class public instruction, may now well afford to pay attention to the claims of higher learning and science. And I am humbly of opinion that an expense to the State of not more than two per cent. per annum on the presidential revenues, all that is wanted here for education, including these truly Imperial objects, might be adequately provided.

EXTRACTS from the REPORT of the Director of Public Instruction in Madras, 1866-67.

Increase in the number of schools and scholars during the past year.

2. On the 30th April 1866, the total number of colleges and schools connected with the educational department was 1,261, with an attendance of 45,056 pupils; and on the 31st March 1867, the day closing the official year, according to the present arrangement, there were 1,386 institutions attended by 51,118 scholars. Thus, during the past year, the number of schools increased by 125, and the number of pupils by 6,062. The increase belongs almost entirely to private schools. The number of Government schools has actually diminished by three, five schools having been closed during the year, while only two have been opened; at the same time, the attendance at Government schools has arisen by 591. The increase in private schools marks the extension of the grant-in-aid system.

Distribution of schools and pupils.

9. The following Tables show the distribution of the schools in the several districts:— 1st. With

1st. With reference to the Agency by which they are managed:—

NAME OF DISTRICT.	Government Colleges and Schools.	Number of Pupils.	Schools supported by a Rate.	Number of Pupils.	Private Colleges and Schools which either now receive or have received Grants in Aid. Established by Missionary Societies.	Established by other than Missionary Societies.	Number of Pupils.	Private Schools under Inspection which have not received Grants in Aid.	Number of Pupils.	Total Colleges and Schools.	Total Number of Pupils.	Divisions.	Total Number of Pupils according to Divisions.	Total Number of Pupils in Government Schools according to Divisions.
Ganjam	20	890	–	–	–	5	169	–	–	25	1,059			
Vizagapatam	7	380	2	69	–	12	508	1	135	22	1,092	First	5,598	1,665
Godavery	5	379	68	909	1	22	1,135	1	49	97	2,472			
Kristna	1	16	–	–	5	13	959	–	–	19	975			
Bellary	3	389	–	–	5	4	445	–	–	12	834			
Kurnool	1	83	–	–	2	2	121	–	–	5	204			
Cuddapah	1	189	–	–	–	8	275	–	–	9	464	Second	5,167	661
Nellore	–	–	–	–	4	201	3,665	–	–	205	3,665			
Madras	*16	1,956	1	191	33	29	6,613	7	329	86	9,092			
South Arcot	10	695	9	356	–	5	429	4	94	28	1,574	Third	10,666	2,651
North Arcot	7	1,081	–	–	–	33	755	22	520	62	2,356			
Salem	6	631	–	–	–	–	–	–	108	9	739			
Tanjore	7	957	–	–	19	7	2,609	22	408	55	3,974	Fourth	8,430	2,984
Trichinopoly	2	315	–	–	5	7	857	10	189	24	1,361			
Coimbatore	6	353	7	226	1	99	2,538	268	3,994	381	7,111			
Madura	3	434	–	–	1	30	1,198	31	670	65	2,302	Fifth	18,226	787
Tinnevelly	–	–	–	–	221	5	8,302	28	511	254	8,813			
Malabar	6	847	7	904	2	1	250	3	191	19	2,192	Malabar and Canara	3,031	1,277
South Canara	5	430	1	144	2	–	65	1	200	9	839			
TOTAL	106	10,025	95	2,802	301	483	30,893	401	7,398	1,386	51,118	–	51,118	10,025

* The Presidency Medical and Civil Engineering and Combaconum provincial colleges are reckoned as single institutions, although they each consist of a college proper and a school.

N.B.—The Trichionopoly and Vellors Normal schools are under the Inspector of the 3rd Division, though they are here included among the schools of the 4th division; the number of pupils in them is 192 and 204 respectively.

The Calicut Provincial School is included among the schools in the sub-division of Malabar and South Canara; but it is actually supervised by the Inspector of the 5th division; the number of pupils in it is 365.

2nd. With reference to the standard of instruction:—

NAME OF DISTRICT.	Number of Schools of the Higher Class.	Number of Pupils.	Number of Schools of the Middle Class.	Number of Pupils.	Number of Schools of the Lower Class.	Number of Pupils.	Number of Female Schools.	Number of Pupils.	Number of Normal Schools.	Number of Pupils.	Number of Schools for Special Education.	Number of Pupils.	Total Number of Schools.	Total Number of Pupils.
Ganjam	1	179	11	434	13	446	–	–	–	–	–	–	25	1,059
Vizagapatam	1	204	10	496	10	276	–	–	1	116	–	–	22	1,092
Godavery	1	196	22	1,265	73	998	–	–	1	13	–	–	97	2,472
Kristna	2	384	8	276	9	315	–	–	–	–	–	–	19	975
Bellary	1	267	10	547	–	–	1	20	–	–	–	–	12	834
Kurnool	1	83	4	121	–	–	–	–	–	–	–	–	5	204
Cuddapah	1	189	8	275	–	–	–	–	–	–	–	–	9	464
Nellore	–	–	11	685	192	2,820	2	160	–	–	–	–	205	3,665
Madras	1	2,713	45	3,888	1	44	25	1,613	1	276	4	558	86	9,092
South Arcot	–	189	25	1,351	–	–	2	34	–	–	–	–	28	1,574
North Arcot	11	341	8	669	50	1,009	2	133	1	204	–	–	62	2,356
Salem	1	280	7	419	–	–	1	40	–	–	–	–	9	739
Tanjore	3	990	24	2,295	20	337	6	234	2	118	–	–	55	3,974
Trichinopoly	2	533	12	478	7	117	2	41	1	192	–	–	24	1,361
Coimbatore	–	–	13	889	366	6,145	2	77	–	–	–	–	381	7,111
Madura	1	279	16	817	46	1,067	1	36	1	103	–	–	65	2,302
Tinnevelly	1	191	26	1,467	195	5,821	30	1,003	2	331	–	–	254	8,813
Malabar	2	774	14	1,068	1	50	1	34	1	266	–	–	19	2,192
South Canara	1	238	6	536	2	65	–	–	–	–	–	–	9	839
TOTAL	31	8,030	280	17,976	985	19,510	75	3,425	11	1,619	4	558	1,386	51,118

N.B.—In all cases the colleges and Normal schools have been taken as single institutions. The number of female schools is considerably less than the number for last year. This arises from better means being available than on former occasions for separating purely girls' schools from schools with a mixed attendance of boys and girls. Beside the 75 schools for females alone, there are 118 schools with a mixed attendance, the girls therein numbering 1,213.

10. Of the 51,118 pupils entered in the foregoing statements—

605	are Europeans.
3,228	„ East Indians.
7,275	„ Native Christians.
38,188	„ Hindus.
1,822	„ Mahomedans.
51,118	

Also, of the entire number, 4,638 are girls; of whom—

192	are Europeans.
1,131	„ East Indians.
2,212	„ Native Christians.
1,095	„ Hindus.
8	„ Mahomedans.
4,638	

11. The inspecting agency of the department comprised the following officers on the 31st March 1867:— Inspecting agency.

Inspectors of schools	5
Deputy inspectors of schools	16
Inspecting schoolmasters	9
Superintendent of hill schools	1
TOTAL	31

13. Subjoined is a Summary of the actual expenditure during the year under review:— Summary of actual expenditure.

CHARGES.	Expenditure during 1866-67. From Imperial Funds.			From Local Funds.		
	Rs.	*a.*	*p.*	*Rs.*	*a.*	*p.*
Direction and its subsidiary charges	30,949	–	3	—		
Inspection and its subsidiary charges	92,546	5	4	—		
Instruction (including all educational expenditure not coming under the above heads)	492,579	3	11	1,16,090	8	10
TOTAL	6,16,074	9	6	1,16,090	8	10

The expenditure of the department was distributed under the following heads:—

		Rs.	*a.*	*p.*
From Imperial Revenue	Charges in connection with the office of the Director of Public Instruction	30,949	–	3
	Ditto with the inspecting agency	92,546	5	4
	Government colleges and schools	3,07,786	5	5
	Grants-in-aid charged to Imperial revenue	1,21,271	14	5
	Grant to the Madras School Book Society	2,000	–	–
	Public instruction press	2,156	5	7
	Preparation and purchase of school books	34,730	2	11
	Central book depôt	4,548	–	–
	University of Madras	20,086	7	7
Educational Building Fund	Building grants to Government schools	75,978	4	10
School Fee Fund	Charges in Government schools borne by school fees	40,042	4	–
Subscriptions, Donations, &c.	Ditto by donations and subscriptions	70	–	–
		7,32,165	2	4

	Rs.	*a.*	*p.*			
Deduct university fees paid to the credit of Government	8,185	–	–			
School fees	6,224	11	3			
Proceeds of sale of books	27,069	13	9			
				41,479	9	–
TOTAL *Rs.*				6,90,685	9	4

The total sum collected in fees was *Rs.* 56,862. 9. 11., out of which 8,185 rupees was paid by candidates coming up to the university examinations. There was a balance in hand at the close of the year of *Rs.* 2,410. 9. 8.

University. 14. In 1865-66 no changes were made in the rules relating to the several university examinations.

Results of the examinations to 31st March 1867. 15. The following statement exhibits the results of the various examinations held by the University of Madras, from the establishment of that body in 1857 to the close of last official year:—

STATEMENT of Results of University Examinations from 1857 to 1867.

Years.	Matriculation Examination.			First Arts Examination.			Bachelor of Arts Examination.			Bachelor of Civil Engineering Examination.			Bachelor of Laws Examination.		
	Number of Candidates Examined.	Passed.		Number of Candidates Examined.	Passed.		Number of Candidates Examined.	Passed.		Number of Candidates Examined.	Passed.		Number of Candidates Examined.	Passed.	
		From Government Institutions.	From Private Institutions.		From Government Institutions.	From Private Institutions.		From Government Institutions.	From Private Institutions.		From Government Institutions.	From Private Institutions.		From Government Institutions.	From Private Institutions.
1857-58 { Sept. 1857	41	29	7	No examination			No examination			No examination			No examination.		
1857-58 { Feb. 1858	79	11	7	- - ditto			2	–	2	- - ditto			- - ditto.		
1858-59	57	22	8	- - ditto			9	7	1	- - ditto			- - ditto.		
1859-60	52	23	0	- - ditto			10	2	3	- - ditto			4	1	—
1860-61	80	35	13	- - ditto			10	6	–	- - ditto			5	3	—
1861-62	195	49	33	- - ditto			6	5	–	- - ditto			5	2	2
1862-63	252	58	47	- - ditto			12	6	2	- - ditto			4	–	2
1863-64	390	93	50	82	19	4	21	10	1	6	1	–	10	2	—
1864-65	565	137	86	167	39	11	29	10	1	5	4	–	3	1	1
1865-66	555	120	109	214	53	23	8	6	–	–	–	–	2	2	—
1866-67	895	142	164	250	57	59	18	11	2	–	–	–	10	4	3
TOTAL	3,161	719	524	713	168	97	12	63	12	11	5	–	43	15	8

REMARKS.—Besides the results tabulated in the Statement, a candidate obtained the degree of M.D. in 1858-59, being the only one who has as yet taken a degree in medicine.
Three other candidates have passed preliminary examinations in medicine.

16. The number of examiners at the late matriculation examination was 340, in excess of that, 555, for the year 1865-66. The whole of this large increase is not to be taken as measuring the advance of education; a considerable portion is, no doubt, due to the fact that the year under review was the last in which the original minimum of one-fourth of the total marks was to be accepted in the English language; hereafter no student will be allowed to pass who does not secure one-third of the aggregate marks in the above subject. Up to 1866-67, the number of matriculated students from Government schools always exceeded that from private institutions. Last year, however, the latter class of schools got in advance of the former, while both presented an increase upon the previous year, that for private schools being about 50 per cent. In last year's Report, notice was taken of the increased action of the matriculation test upon non-Government schools, and it was remarked that, while in 1864-65 the number of private schools which sent up successful candidates to the matriculation examination was 19, the number was 29 for 1865-66; for 1866-67 the number is 40, which indicates that the stimulus afforded by the examination is still operating with unabated force.

17. The first examination in arts is also extending its influence on private schools. In 1865-66 only 8 such institutions sent up successful candidates to this test; for the past year the number is 13. Comparing the number of youths passed at the first arts examination each year with the number of matriculated students for the immediately preceding year, it appears that in 1863-64 the ratio was 23 to 105; in 1864-65, 50 to 143; in 1865-66, 76 to 223; and in 1866-67, 116 to 229. Thus, while the figures show an increase for each year, the ratio, which formerly stood at about one-third, rose to one-half in the year under review.

18. The examination for the degree of Bachelor of Arts has not as yet operated upon more than one or two institutions; indeed, it may be said that hitherto the Presidency College has been the only quarter from which Bachelors of Arts have proceeded year after year. It may be anticipated, however, that this state of things will not continue; beside the provincial college at Combaconum, in which provision is now made for educating up to the Bachelor of Arts standard, the Central Institution of the Free Church of Scotland gives promise of sending up candidates for the degree of Bachelor of Arts.

19. At

19. At the Bachelor of Laws Examination, out of 10 candidates 7 passed, being nearly one-third of the total number of graduates in the faculty of law. If the test to which last year's candidates were subjected was as severe as those of former years, the number of Bachelors for 1866-67 must be regarded as decidedly satisfactory.

21. The number of candidates corresponding to each of the optional languages in the three examinations of the faculty of arts is shown beneath:— Distribution of candidates according to their optional languages.

Languages.	Matriculation Examination.		First Arts Examination.		Bachelor of Arts Examination.	
	Examined.	Passed.	Examined.	Passed.	Examined.	Passed.
Greek - - -	1	1	—	—	—	—
Latin - - -	66	21	21	11	1	1
Sanskrit - - -	2	1	1	—	—	—
Tamil - - -	455	146	142	61	11	7
Telugu - - -	197	70	42	23	5	4
Malayalam - -	85	35	24	11	1	1
Canarese - - -	65	24	18	10	—	—
Hindustani - -	24	8	2	—	—	—

22. The several classes of the community to which the candidates belong, are noted in the following Table: Distribution of candidates according to the classes of the community.

Classes of the Community.	Matriculation Examination.		First Arts Examination.		Bachelor of Arts Examination.	
	Examined.	Passed.	Examined.	Passed.	Examined.	Passed.
Brahmins - - -	448	157	142	68	11	7
Other Hindus - -	261	75	57	24	4	4
East Indians - -	53	21	19	12	—	—
Europeans - -	47	17	8	4	2	2
Mahomedans - -	22	7	2	—	—	—
Native Christians -	64	29	22	8	1	—

23. The expenditure of the university during the past year is as follows:— Expenditure of the University.

	Rs.	a.	p.
Establishment - - - - - - - - -	3,872	–	–
Examiners for the Matriculation, First Arts, Bachelor of Arts, Bachelor of Laws, and preliminary Scientific Examination of the M. B. and C. M. Degree of July 1866 - - -	12,680	–	–
Stationery - - - - - - - - -	339	–	–
Printing charges - - - - - - - - -	1,902	15	2
Furniture - - - - - - - - -	66	8	–
Postage - - - - - - - - -	792	8	–
Other contingent expenses - - - - - - -	433	8	5
Total - - - Rs.	20,086	7	7

The amount of fees received from candidates was 8,185 rupees.

25. The satisfactory increase in the numerical strength of the senior department of the college between the years 1862–63 and 1865–66, was noted in last year's report; for the year under review the increase is small, the total number being 89 against 81 for the preceding year. This is accounted for partially, if not entirely, by the advancement of the provincial school at Combaconum to the grade of a provincial college, and by the consequent retention in that institution of pupils who would otherwise have come up to the Presidency College to complete their education. No doubt ere long the provincial college will enter into a spirited competition with the institution at the Presidency town; and thus there will be withdrawn from the latter an advantage it has hitherto enjoyed, that of receiving the best pupils of Tanjore, a district which the intelligence of the population renders a fertile source of promising students. Still though, for a time at least, the Presidency College will no doubt suffer by the establishment of a college at Combaconum, ultimately a generous rivalry between the two institutions must prove to the advantage of both.

Presidency College.
6 Professors.
7 English } Masters.
6 Vernacular }
285 General branch } Pupils.
29 Legal branch }

27. The lists published by the university include, as belonging to the college, youths who

who were not actually in attendance when registered for examination, but had left some time previously; taking the more accurate, but less favourable, figures furnished by the late acting principal, it appears that, at the University Examinations, there passed from the institution 11 Bachelors of Arts, 5 Bachelors of Law, with 28 First Arts and 30 Matriculated students. These numbers all show increases over the corresponding ones of 1865–66, and the increases are particularly striking in regard to the graduates; also, while at the First Arts Examination of the previous year there were only 4 students placed in the first class, in the year lately closed there were no fewer than 15. The results, too, of the ordinary college examinations in December 1866 were generally satisfactory. During the year two courses of lectures on jurisprudence were delivered; at the close, 11 of the students underwent examination, and of these 6 acquitted themselves fairly.

Medical College. 8 Professors. 4 Assistants. 116 Pupils.

29. As the working year of the Medical College extends from October to June inclusive, while the official year now terminates on the 31st March, it is not practicable here to review in a complete manner the progress of the above institution.

30. At the commencement of the session there were eight students in the senior department, 50 in the second, and 63 in the junior; and on the 31st March last the numbers were 6 for the senior, 49 for the second, and 61 for the junior department. It is to be remarked that the junior classes of the second and junior departments entered college at the beginning of the session 1866–67, with the advantage of having had one year's pre-collegiate hospital training.

Civil Engineering College. 9 Teachers. 96 Pupils.

32. At the close of the session in May 1867 the Civil Engineering College contained 96 students; of whom 6 were in the first department, 58 in the second, and 32 in the special department, in which surveying and drawing and estimating are taught. Out of the whole number 19 were military.

34. The annual examination of the college was carried on from the 8th to the 21st May. Two of the students in the first department, who had completed the prescribed course, were passed as assistant engineers; of these, one answered rather poorly in geometry, and very unsatisfactorily in mensuration, while the other acquitted himself fairly in all subjects. Of the 25 students forming the first class of the second department, 16 were passed as taluq overseers of the Madras Public Works Department, and 8 others for the minor test of the Bengal Public Works Department; while one member of the class was declared to have failed. In the case of some of the passed men, the marks in certain subjects are very low. Of the two divisions of the second class, second department, the first is favourably reported upon; and the second did not acquit itself satisfactorily. In the special department, 10 students obtained certificates in surveying, and three in drawing and estimating. Captain Edgcome notices that, as laid down in Government Order, No. 240, of the 7th August 1866, he attempted to frame the course of study in the Special Survey Class, so as to meet the requirements of the revenue survey as well as those of the Public Works Department, but that it will take another session to attain the desired object. In addition to the ordinary subjects of study, a course of lectures on geology was delivered in the college; to this course the public were admitted on payment, but few persons took advantage of the opportunity. The scholarship in the second department, founded by an officer of engineers, was awarded to D. Rebello; a highly favourable report is made of the conduct and progress of this student during the past session.

Provincial College, Combaconum. 42 Pupils.

35. As already mentioned, the provincial school at Combaconum was constituted a provincial college at the commencement of 1867. Since, however, the institution was practically only a provincial school during the year under review, two full years being required to allow it to work up to the Bachelor of Arts standard; it will be noticed on the present occasion along with the provincial schools at Bellary and Calicut. In the statement prescribed by the Government of India, the appropriate entries for the senior department of the college are given.

Attendances and expenditure of the several Government colleges, &c.

36. The following statement shows the attendance and expenditure of the several Government colleges, excluding the schools attached to them:—

	General Education.	Special Education.	Remarks.
	No.	No.	
Number of institutions - - -	2	3	
Number on the rolls during 1866-67 (by monthly average).	114	42	The Legal Branch of the Presidency College has been reckoned as a separate institution.
Average daily attendance during 1866-67.	116	37	
	Rs. a. p.	*Rs. a. p.*	
Total expenditure { From Imperial Funds	33,492 15 6	7,072 10 5	
Total expenditure { From Local Funds	2,876 15 4	—	

37. The

37. The Combaconum Provincial School worked very satisfactorily during the past year under the acting head master, Mr. T. Gopal Row, B.A. Of the pupils, 13 passed the first examination in arts, seven securing places in the first class; and 30 passed the Matriculation test, two being ranked in the first class, which was a remarkably small one, containing only 21 youths out of a total of 306. The inspection examination also gave creditable results. The success attending Bellary Provincial School in the University Examination was only moderate; three pupils passed the first examination in Arts, and seven the Matriculation Examination.

Calicut Provincial School continues to have a large attendance, but the attainments of the scholars are not sufficiently high. Only one pupil passed the first examination in Arts, being ranked about the middle of the second class; and eight passed the Matriculation Examination, all in the second class.

Government Higher Class Schools.

Provincial Schools.

Names of Schools.	Number of Masters.	Number of Pupils.
Combaconum - -	13	333
Bellary - - -	8	267
Calicut - - -	10	365
Total - - -	31	965

38. During the early portion of the past year, the Berhampore Zillah School was without its head master, who was on leave; this circumstance, together with the distress and sickness which prevailed in the district of Ganjam, may be taken to account partially for the unsatisfactory progress of the school. Since the distress has been relieved, the attendance at the school has very much increased. The Rajahmundri Zillah School has not been inspected since October 1866, when it was only recovering from the effects of the cholera epidemic which prevailed at the station in July and August. During the prevalence of the disease, the master in charge of the school sent the inspector almost daily reports of the attendance. On many days the number fell below 20, while at the previous inspection it had been 133; the school was not actually closed, but practically work was all but suspended during the above-mentioned months. As was to be anticipated, the report of the inspector was rather unfavourable. At the Matriculation Examination, however, the school was one of the most successful of its grade; out of eight pupils examined, six passed, three being placed in the first class, and the fourth boy standing at the head of the second class. From these results, and from the increased attendance, it may be concluded that, notwithstanding the injurious influences acting on the school in July and August, the assistant master in charge, N. Vyapuri Mudali, has carried on the work of the institution in a satisfactory manner. The Kurnool Zillah School has never yet attained the position it was intended to occupy. Last year the school suffered very severely from the epidemic fever which raged in the town; also the head master, Mr. Greathurst, who had discharged his duties in a painstaking and conscientious manner, from the year 1861, was taken ill with cholera while teaching, and died in a few hours. The head mastership was vacant from the end of June to the beginning of November, when a trained teacher, previously in the service of the Church Missionary Society, was appointed to the post. In the circumstances it is not surprising that the report upon the institution by the late acting inspector of the second division was unfavourable. The school sent up two pupils to the Matriculation Examination; both youths failed. The Cuddapah Zillah School is not in a sufficiently advanced state. At inspection, the fifth or highest class did not acquit itself as well as was expected; of the members of the class, two attended the Matriculation Examination, but neither passed. With reference to the deficiencies both at Kurnool and at Cuddapah, it is to be remembered that education has made comparatively little progress in the districts. The zillah school at Cuddalore has been for some time in an unsatisfactory state; last year changes were made in the junior masterships, in order to strengthen the staff of teachers; but it has been found that the measures adopted are not sufficient to bring the school into an efficient condition, and regain for it the confidence of the inhabitants of the town. On the last occasion one pupil went up to the Matriculation Examination, and passed in the second class. The Madrasa-i-Azam has had considerable difficulties to contend against, and it must be allowed that, though it has made decided progress, it is still not in a sufficiently satisfactory state. At the Matriculation Examination, 12 scholars were tested and five passed; this result must be regarded as creditable. The Chittoor Zillah School made fair progress during the past year. Of seven pupils who went up to the matriculation test five passed in the second class, the majority, however, taking rather low places. After reporting favourably of the school, the inspector notices that, owing to the high estimation in which it is held, some extra prizes were given by native gentlemen residing in the town. The Salem Zillah School did not meet with much success at the late Matriculation Examination; of 12 students who went up to that test only two passed, both in the second class. During the past year, however, the teaching staff of the institution was not as strong as it might been; and this may, in part at least, be taken to account for the failure. The staff has now been strengthened by the appointment, as second master, of a Bachelor of Arts of the year, who underwent a short training as a teacher in the Madras Normal School before taking up his appointment. The examination of the school by the inspector gave generally creditable results. The Madura Zillah School sent up no fewer than 16 candidates to the Matriculation Examination; of the number, eight succeeded in passing. The results of the inspector's examination were generally fair.

Zillah Schools.

Names of Schools.	Number of Masters.	Number of Pupils.
Berhampore - -	7	179
Rajahmundri - -	8	196
Kurnool - - -	5	83
Cuddapah - - -	7	189
Cuddalore - -	11	189
Chittoor - - -	8	341
Salem - - -	8	280
Madura - - -	9	279
Madrasa-i-Azam -	13	323
Total - - -	76	2,059

GOVERNMENT MIDDLE CLASS SCHOOLS.

Anglo-Vernacular Schools, 1st Division.

Names of Schools.	Number of Masters.	Number of Pupils.
Chicacole	5	143
Bimlipatam	4	83
Elur	4	53
TOTAL	13	279

Taluq Schools, 1st Division.

District.	Schools.	Masters.	Pupils.
Ganjam	5	10	122
Vizagapatam	5	12	181
Godavery	2	5	117
Kristna	1	2	16
TOTAL	13	29	436

Anglo-Vernacular Schools, 2nd Division.

Names of Schools.	Number of Masters.	Number of Pupils.
Anantipur	3	81
Adoni	2	41
TOTAL	5	122

Anglo-Vernacular School, 3rd Division.

Name of School.	Number of Masters.	Number of Pupils.
Mylapore	3	78

Taluq Schools, 3rd Division.

District.	Number of Schools.	Number of Masters.	Number of Pupils.
Madras District	5	15	307
South Arcot	9	18	506
TOTAL	14	33	813

Anglo-Vernacular Schools, 4th Division.

Names of Schools.	Number of Masters.	Number of Pupils.
Wallajapettah	8	211
Tripatore	5	111
Mayaveram	7	176
TOTAL	20	498

Taluq Schools, 4th Division.

District.	Number of Schools.	Number of Masters.	Number of Pupils.
North Arcot	4	14	325
Salem	4	13	240
Trichinopoly	1	3	123
Tanjore	5	18	406
TOTAL	14	48	1,094

46. Omitting the practising school of the Vizagapatam Normal School, there are three Government schools of the Anglo-vernacular grade in the first division. Of these, the school at Chicacole has gained greatly in numbers during the past year, but the increase attaches mainly to the lower classes. The results of inspection were generally satisfactory; but the acting inspector remarks that "he was not much pleased with the progress of either the third or the fourth class in English." The schools at Bimlipatam and Elur have also made satisfactory progress.

47. The number of taluq schools in the first division, on the 31st March 1867, showed an increase of one upon that for 1865–66; this was due to the conversion of the tehsil school at Viravasaram, in the Godavery district, into a taluq school.

48. At the commencement of the year under review there were three Anglo-vernacular schools in the second division; of these, the one at Penakondah, which had been in a languishing state for some time, was closed on the 31st July 1866. The school at Anantipur is in a satisfactory condition as regards both attendance and standard; that at Adoni, while reported on favourably with reference to the progress of the pupils, does not show an attendance at all commensurate with the population of the place.

49. The Anglo-vernacular school for Mussulman boys at Myalapore has made tolerable progres. In the course of the year the discipline of the school was found to be defective; and the *head master* was warned that he would be removed if he *failed to* exercise proper control over the pupils. Doubtless, Mussulman youths require more careful management than Hindu ones; while, generally, the former display far less eagerness for information, they also evince less readiness to yield obedience to the orders of the teacher; these evils are, moreover, heightened in many cases by the comparatively advanced years at which Mussulman boys commence their studies.

50. Of the taluq schools in the third division, those of the Madras district show a diminished aggregate attendance compared with 1865–66, while the schools in South Arcot have an increased number of scholars; on the whole, the attendance has improved. During the past year several of the schools were placed under fresh head masters, who are, in general, decidedly superior to their predecessors.

51. The three Anglo-vernacular schools in the fourth division are all reported on favourably.

52. The taluq schools of the division are, in general, in a satisfactory condition. At Nagpore, however, both the standard and the attendance are decidedly too low. The inspector reports an improvement in the schools of North Arcot, which he remarks were not in an efficient state when the district was transferred to him.

53. The

53. The attendance at the taluq schools in the fifth division has decreased considerably, notwithstanding that the staff of teachers has been strengthened. The schools in Coimbatore were last inspected in July 1866, when they were found to be working satisfactorily.

Taluq Schools, 5th Division.

District.	Number of Schools.	Number of Masters.	Number of Pupils.
Coimbatore -	6	20	353
Madura - -	2	7	155
TOTAL - -	8	27	508

54. The only Anglo-vernacular school in the sub-division of Malabar and South Canara is the one at Chowghaut; and neither in attendance nor standard is it in a satisfactory state. The institution made some progress in 1866, but the advance was checked by an outbreak of small-pox.

Anglo-Vernacular School, Malabar and Canara.

Malabar and Canara.	Number of Masters.	Number of Pupils.
Chowghaut - -	2	41

55. The two taluq schools in Malabar have increased considerably in numerical strength; and the report on the knowledge of the pupils is satisfactory in nearly every subject. The schools in South Canara are generally in a creditable state: on the whole, the attendance has risen, though at Udapi there has been in this respect a falling off, which is attributed to a change lately made in the head master and to the opening of the new Government school at Mangalore.

Taluq Schools, Malabar and Canara.

District.	Number of Schools.	Number of Masters.	Number of Pupils.
Malabar - -	2	5	156
South Canara -	4	9	192
TOTAL - -	6	14	348

56. The hill schools of Gumsur were examined by the acting inspector of the first division in March last; for the last two or three years, though visited by the deputy inspector of the district, circumstances unfortunately prevented their being examined by the inspector. In June 1866, owing to the ravages of cholera, there was a panic among the children, and they could not be got to attend the classes.

Government schools of the lower class.

57. The Vizagapatam Normal School was not successful last year at either the first examination in Arts or the examination for certificates of the fourth and fifth grades; for the former, indeed, the strength of its teaching staff is scarcely adequate. At the first examination in Arts three pupils offered themselves, but failed; at the Certificate Examination eight pupils presented themselves for a fourth grade, and four for a fifth-grade certificate, but only two were successful, both obtaining fifth-grade certificates. The Matriculation Examination afforded much better results: nine students underwent this test, and six succeeded in passing; all, however, being placed in the second class. The normal class at Narsapur was not inspected by either Mr. Bowers or Mr. Grigg in the year under review; but so far as examinations afford means of judging, the work of the class was not sufficiently satisfactory, only one student obtained a certificate, and that of the fifth grade. In the course of the year seven students were posted to schools. The distress in Ganjam, as might be expected, greatly affected the Russelconda normal class; the pupils quitted the school and returned to their villages, asserting that they could not exist upon their stipends.

Government Normal School.

Names of School.	Number of Masters.	Number of Pupils.
Normal School, Vizagapatam - -	3	116
Normal Class, Narsapur - - -	2	13
TOTAL - - -	5	129

58. For some time past the working of the Madras normal school has been unsatisfactory. I entertained a hope that, in the course of the year now closed, such improvements would be made in the instruction and discipline of the school as would restore it to the position it formerly occupied; unfortunately, however, the institution rather retrograded than advanced, and it became absolutely necessary to place it under fresh management. Adopting the results furnished by the university, it would appear that 43 youths from the normal school attended the Matriculation, and 16 the First Arts Examination; and that 11 passed the former, and six the latter test. These figures are decidedly unsatisfactory; but the deficiencies of the school are not evidenced so much in the general education of the students, which, to a great extent, is obtained in other institutions, as in their special training for the profession of a schoolmaster.

Normal School, Madras.
12 Masters.
61 Pupils, Normal Class.
215 Ditto, Practising School.

59. The normal school at Trichinopoly acquitted itself very creditably in 1866-67. In the Certificate Examination the students answered decidedly well; all but three of those examined, 20 in number, succeeded in passing, seven obtaining certificates of the fourth, and 10 certificates of the fifth grade; also three of the pupils passed the Matriculation Examination. Recollecting that the preparation for this test is not allowed to interfere with the proper work of the school, the success of the lads is very creditable to them and to their masters. In the course of the year eight students were sent out to fill masterships in schools.

Normal School, Trichinopoly.
4 Masters.
21 Pupils, Normal Class.
171 Ditto, Practising School.

60. The

Normal School, Vellore.
5 Masters.
22 Pupils, Normal Class.
182 Ditto, Practising School.

60. The normal school at Vellore, though not presenting as satisfactory results as that at Trichinopoly, has been conducted in a careful and systematic manner, and great attention has been paid to the professional training of the scholars. The school sent up altogether 14 candidates to the last Certificate Examination; of this number, seven passed, two for the fourth, and five for the fifth grade; five others being found qualified only for a fifth grade certificate, which was already possessed by them. The appointments made from the school in the year were only three in number.

Normal School, Cannanore.
6 Masters.
27 Pupils, Normal Class.
239 Ditto, Practising School.

61. The Cannanore Normal School has never had the benefit of its head master's whole time, as Mr. Garthwaite has had to discharge inspectorial duties as well as those of a head master; this must be taken into account in judging of the work of the school. Last year the institution was more unfortunately situated than it had ever been previously. Not only was the pressure of extra work peculiarly heavy on Mr. Garthwaite, among other reasons in consequence of the establishment of rate schools and of the Mangalore Provincial School; but unfortunately, when he was able to give his attention to the normal school, the second master was compelled by ill-health to go on leave of absence. Notwithstanding these obstacles to progress, the normal school must be regarded as having afforded creditable results. Of 13 pupils who attended the Certificate Examination, eight passed, and of 15 who went up from either the normal classes, or the practising school, to the Matriculation test, seven were successful. The school sent out nine students to fill masterships during the year.

Examination for Teachers' Certificates.

62. In the early part of August 1866 an examination for teachers' certificates was held at 32 different stations. The total number of candidate masters was 667; of these, 194 sought a certificate of the fourth grade, 415 one of the fifth grade, and 58 aimed at supplementing University Examinations with a test in method. Only 189 masters succeeded in passing, 34 securing a certificate of the fourth grade, 115 one of the fifth grade, and 40 having credit given them for the test in method. The candidate mistresses were 63 in number, nine offering themselves for the second, and 54 for the third, grade. Of the higher grade candidates, two succeeded, and 20 passed for the lower grade.

63. Several of the candidate masters of the fourth and fifth grades came up, not merely with defective knowledge, but with scarcely any preparation at all. This year measures have been adopted with the view of preventing the needless trouble caused by unprepared candidates offering themselves for examination. As, however, no fee is demanded of candidates (and for the present I doubt the advisability of demanding one, though the step has been recommended by educational officers of experience), and persons not actually teachers must, in some instances at least, be admitted to the test, it is to be expected, notwithstanding the precautionary measures adopted, that the number of unqualified candidates at a Certificate Examination will be somewhat large.

65. The subjoined list gives the number of candidates, both examined and passed, for the several examination stations. It will be observed that, while no master passed for the district of Cuddapah, Ganjam, Kurnool, and Salem had, each, only one successful candidate. Of the passed mistresses, seven belonged to Madras, and 15 to Tinnevelly:—

CANDIDATE MASTERS.								CANDIDATE MISTRESSES.						
Number that Applied to be Examined.				Number Passed.				Number that Applied to be Examined.				Number Passed.		
Fourth Grade.	Fifth Grade.	In Method and Teaching Power.	Total.	Fourth Grade.	Fifth Grade.	In Method and Teaching Power.	Total.	First Grade.	Second Grade.	Third Class.	Total.	Second Grade.	Third Grade.	Total.
194	415	58	667	34	115	40	189	–	9	54	63	2	20	22

School of Industrial Arts, 270 pupils.

67. No change occurred in the general working of the School of Industrial Arts during the past year. Among the photographs taken were some of members of the different hill tribes on the Neilgherries; casts were also made of the hands and feet of individuals of these races. Selections from the photographs and casts were sent to the Paris and other exhibitions, and to several schools of Art. The senior teacher at the school obtained a lucrative situation at the Madras Mint; and some seven or eight pupils have been sent forth as instructors to different schools of Art, beside others who have obtained employment elsewhere. At the close of 1866 the superintendent made a tour, visiting Bombay, Jeypore, Agra, and Calcutta, with a view to confer with the managers of the schools of Art at the above towns and others on the line of route, and to offer advice upon the conduct of the schools in the establishment of which he had been consulted. Government have been pleased to sanction the publication of a pamphlet containing the addresses and letters of Dr. Hunter to the various schools; besides serving as a species of report upon the superintendent's

superintendent's tour, the pamphlet will no doubt prove of interest to the different schools of Art, and help to foster a feeling of union among them. Omitting the superintendent's salary, the receipts of the school during 1866-67 were as follow :—

	Rs.	a.	p.
Government allowance	6,600	–	–
Pupils' fees	77	8	–
Value of work executed	9,052	11	1
Scholarships	385	–	–
TOTAL Rs.	16,115	3	1

The value of the work executed is considerably larger than that for 1865–66; but Dr. Hunter states that there is difficulty in getting payment for the articles manufactured.

The following statement shows the number of Government schools, with their classification, attendance, and expenditure during the year :—

	Description of Institution.	Number of Institutions.	Number on the Rolls during 1866-67 (Monthly Average).	Average Daily Attendance during 1866-67.	Total Expenditure. From Imperial Funds.	Total Expenditure. From Local Funds.
					Rs. a. p.	Rs. a. p.
Number of Institutions.	Schools of the higher class	*14	3,342	2,895	89,768 4 9	18,711 3 –
	Ditto middle „	68	4,216	3,707	35,358 8 11	10,282 9 10
	Ditto lower „	14	484	331	2,286 7 –	—
	Female Schools	—	—	—	—	—
	Normal „	6	1,007	969	48,627 2 6	4,359 7 10
	Other „ for Special Education	†4	551	370	91,180 4 4	3,882 – –
	TOTAL	106	9,600	8,272	2,67,220 11 6	‡37,235 4 8

68. There is necessarily difficulty in deciding upon the private institutions which deserve to be ranked among schools of the higher class. In some instances the views taken by the inspectors are not those which have been followed in drawing up the tabular statements attached to this report. In order that a school may be entitled to a place in the higher class, it should have a staff of teachers adequate to the education of youths up to the Matriculation standard; and it should also, as a general rule, have passed some pupils at the Matriculation Examinations; moreover, a matriculated student or two, produced by a sort of spasmodic effort, however creditable such a result may be to the teacher, will not afford sufficient ground for reckoning a school in the higher class. As regards Government schools, it may be mentioned, the course adopted has been to rank all zillah schools and more advanced institutions in the higher grade, Anglo-vernacular and taluq schools being counted in the middle class. Remarks on the classification of schools.

69. The Hindu School at Vizagapatam, though its attendance has been somewhat affected by the opening of the practising school attached to the normal school at that town, is in a satisfactory condition. Two of the students passed the late Matriculation Examination. The Hindu School at Masulipatam has been unfortunate, it losing its European head master; it has also suffered from dissensions amongst its supporters. Still the inspector's report is tolerably favourable, and three of the pupils succeeded at the Matriculation Examination. The Church Missionary Society's School at Masulipatam has its classes better arranged than formerly; and the number of teachers, which was too great, has been reduced. Taking the University lists, the institution had very good success in the late examinations, passing three students at the First Examination in Arts, and seven at the Matriculation test. While the above are the only schools which can at present be classed in the higher grade, four others, namely, the Central School at Narsapur, the Hindu School at Coconada, the Church Missionary School at Elur, and the Samasthanam School at Vizianagram, are not very far below the standard of that grade. It appears that the Maharajah of Vizianagram desires to raise very considerably the standing of the Samasthanam School; and that, pending the completion of the arrangements necessary for this purpose, he proposes to found some scholarships to encourage natives of the Northern Circars to prosecute their studies at the Presidency College up to the points necessary to secure the Degrees of Bachelor of Arts and Bachelor of Laws. Of the zemindaree schools, those at Juggempettah, Pittapur, and Mandasa, are reported on favourably; Private schools, 1st division.

* Inclusive of the School Departments of the Presidency and Combaconum Colleges.
† Inclusive of the School Departments of the Medical and Civil Engineering Colleges.
‡ Exclusive of Building Grants.

favourably; and it is satisfactory to find that the respective zemindars take much interest in the schools. The Bobili Zemindari School is not well conducted; and it seems that the zemindar and his dewan do not properly appreciate the value of education. Regarding the Godaveri Rate Schools, the acting inspector makes the following observations, which are in general accordance with the views expressed by Mr. Bowers:—"I am not as yet prepared to pronounce a decided opinion on all the causes of the low condition of these schools, which have been declining ever since the Act was brought into operation in October 1864; yet I do not hesitate to name, as the chief, the indifference, and often irregular conduct, of the Commissioners. The natural consequence has been laxity of discipline and even contempt for the masters. The Commissioners, usually the village officers, freed from the control of the only authority they respect or fear, do much as they would, were they left unchecked in their ordinary revenue or police duties. There can be little doubt that, if a free voice were allowed, in several villages a majority would elect the discontinuance of their schools." A special report upon the schools will be submitted to Government at an early date.

Private schools, 2nd division.

70. The most advanced private school in the 2nd division appears to be that under the management of the Free Church of Scotland's Mission at Nellore. The attendance here has increased considerably, and a Matriculation class is at work; also two or three boys from the institution have already succeeded in passing the Matriculation test. The Educational Act has been put in force in nine places in the division; but the inspector has not had time to satisfy himself as to the way in which it works.

Private schools, 3rd division.

71. The Central School of the Free Church of Scotland's Mission has taken a long stride in advance, and now appears to hold the foremost rank among the private schools in the 3rd division. At the first examination in Arts, 18 of the successful candidates are entered in the University lists as belonging to the institution, also 10 of those who succeeded in passing the Matriculation test are put down as proceeding from the Central School. The numerical strength of the school, including all departments, is greater than that of any other institution in the presidency. The Doveton Protestant College, the Wesleyan School at Royapettah, and Bishop Corrie's Grammar School, are in a satisfactory condition; the attendance, however, at the last-named institution somewhat declined during the year. According to the University lists, six passed candidates at the Matriculation, and the same number at the First Arts Examination, proceeded from the Doveton College; four at the Matriculation, and two at the First Arts, from the Wesleyan School; and three at the Matriculation, and two at the First Arts, from Bishop Corrie's School. The Gospel Society's School at Vepery suffered last year by the death of one of its teachers, and the departure of another; allowance must therefore be made for the institution. Two matriculated students appear to have proceeded from the school. The Saidapett Rate School, which is of a higher order than most of the schools established under the Education Act, and is intended to educate up to the Matriculation standard, has worked satisfactorily during the past year. Last year 11 boys went up to the Matriculation Examination, but only two succeeded in passing. A building grant of 3,170 rupees has been sanctioned on account of the school. Of the nine rate schools established in South Arcot, seven are reported on tolerably favourably, though in many cases the Commissioners appointed are not able to do much more than attend to the levy of the cess. Mr. Fowler says that, if the instruction in the schools is to be efficient, "Government must be prepared to increase the staff of inspecting schoolmasters."

Private schools, 4th division.

72. In the 4th division the Gospel Society's High School, at Tanjore, continues to hold the first place among private schools. The results at inspection were satisfactory; also two of the students passed the first examination in Arts, and eight the Matriculation test. Several other schools are doing good work of a tolerably high order: the chief of these are the Gospel Society's Schools, at Trichinopoly and Vediapuram; the Wesleyan Mission Schools at Negapatam and Trichinopoly, and the Jesuits' College at Negapatam. The system of improving village schools has received further development in North Arcot, and the results obtained appear to be decidedly satisfactory.

Private schools, 5th division.

73. In the 5th division, the private schools which have reached the highest standard are those at Palamcotta, Tinnevelly and Coimbatore. Only the school at Palamcotta has been ranked among schools of the higher class in the tabular statements of this report; but it may be expected that the schools at Tinnevelly and Coimbatore will, by their work in 1867-68, entitle themselves to admission into that class. The teaching staff of both institutions has been strengthened; a Bachelor of Arts of the University of Madras has lately been appointed to the Coimbatore School, as a master of the same grade was placed at the head of the school at Tinnevelly in 1865-66. The rate schools in Coimbatore are in several cases not in a satisfactory condition; in some instances this appears to be the consequence of the unfitness of the Commissioners for the work they are expected to perform; in others, it seems doubtful if the people ever really wished for the schools. A report upon the subject is now before Government. Additional village schools have been brought under improvement in Coimbatore and Madura; and the progress made in the former district is certainly satisfactory. The boarding schools of the Church Missionary and Gospel Societies in Tinnevelly were all inspected by Mr. Marden, who found them in an efficient state.

74. The

74. The Ootacamund Lawrence Asylums have had the number of their inmates somewhat increased; the general working of the institutions has proceeded much the same as in the previous year. The receipts from all sources in 1866-67 were *Rs.* 59,920. –. 7., and the expenditure amounts to *Rs.* 58,315: 12. 1. The average cost of each child, taking everything into account, was *Rs.* 343 –. 6. The public still appear not to appreciate the asylums, and very trifling assistance has been obtained towards their support by means of subscriptions and donations during the past year. The Committee remark that there is increasing difficulty in providing employment for the lads when educated; in connection with this point, it is to be noticed that arrangements are being made to establish a class to teach telegraphy at the Male Asylum, with a view to the lads, when instructed, entering the telegraph department.

Private Schools in the sub-division of Malabar and South Canara.

75. Of the private schools in the sub-division of Malabar and South Canara, the one which promises to be of the most importance is the rate school established at Palghaut in the course of last year. The cess leviable is upwards of 7,000 rupees per annum; and as this sum is supplemented by Government grants, there ought not to be much difficulty in securing a staff of masters capable of making the institution taking rank with the best of the zillah schools of the presidency, and perhaps ultimately with the provincial schools. To attain such a position a superior head master is requisite; at present the school is placed under the second master, who matriculated at the University of Madras in 1864. The working of the institution during the brief period of its existence appears to have been satisfactory, so far as the instruction of the classes is concerned. The Commissioners, however, have not conducted the duties entrusted to them in a regular and appropriate manner: it is to be hoped that hereafter they will show themselves more amenable to advice than has hitherto been the case. In a rate school where a few men have the control of tolerably large funds levied from the community, and where the members of that community are generally too ignorant to allow of a public opinion being formed so as to exercise a check upon the Commissioners, there is clearly danger that the expenditure may be conducted upon a somewhat lavish scale. On two or three occasions I have felt it right to hold out warnings on this point; and especially in the case of the Palghaut School, I considered it necessary to request the deputy-inspector of the sub-division to guard against unnecessary expenditure being incurred. The other rate schools are favourably reported on; and it is particularly satisfactory to learn that, in most instances, the Commissioners are becoming more efficient in the discharge of their duties. The Mulki Rate School is the first of its class on the western coast which has succeeded in passing a student at the Matriculation Examination; and what renders the circumstance more gratifying is that the youth received the whole of his education in the institution. The progress of the Tellicherry Anglo-Vernacular School, under the German Lutheran Mission, has not been satisfactory; it seems not improbable that the connection between Government and the mission will have to be broken. The Cochin Boys' School is doing fair work; but, unfortunately, owing to commercial depression, the local support given to the school has much diminished. The school under the Christian Brothers at Cannanore has been tested according to the system of "payment on results," and, since the close of the official year, a grant of 200 rupees has been sanctioned for the institution.

The following statement shows the number of private schools with their classification, attendance, and expenditure during the year:—

Description of Institution.	Number of Institutions.	Number on the Rolls during 1866-67 (Monthly Average).	Average Daily Attendance during 1866-67.	Total Expenditure.	
				Grants-in-Aid given by Government.	Expenditure from all sources other than Grants-in-Aid by Government.
				Rs. *a.* *p.*	*Rs.* *a.* *p.*
Colleges	1	151	142	4,845 5 8	18,015 4 8
Schools. Higher Class	16	3,910	3,782	34,051 15 1	85,265 4 5
Schools. Middle „	212	13,268	11,404	54,037 2 11	1,58,865 1 8
Schools. Lower „	971	18,027	10,564	17,118 7 –	26,634 10 7
Schools. Female Schools	75	3,109	3,018	4,947 10 5	33,692 5 5
Schools. Normal „	5	616	461	6,271 5 4	19,383 4 10
Schools. Other „ for Special Education.	—	—	—	—	—
Total	1,280	39,081	29,371	1,21,271 14 5	3,41,855 15 7

Grants-in-Aid.

77. In comparing the expenditure of the year lately closed with that of any previous year, it must be recollected that the past official year comprised only 11 months, and that therefore

therefore the expenditure on grants should be increased by one-eleventh before it is put in comparison. For 1865-66 the aggregate of the grants referred to was 1,16,876 rupees; for the official year 1866-67 the amount was 1,21,271 rupees, and the proportional sum for 12 months may be taken at 1,32,295 rupees, which exceeds the expenditure for 1865-66 by 15,419 rupees.

Army Schools.

78. In the course of the year, the inspectors examined 49 Army Schools containing 1,915 pupils. Copies of the inspectors' reports were in due course submitted to His Excellency the Commander in Chief for his information. The schools are not included in the statistical tables of this report. Towards the close of 1866-67, an officer of Artillery was appointed Superintendent of Army Schools. This step has relieved the Inspectors of the Educational Department from the work of examining and reporting on British Army Schools; but Native Regimental schools are, by order of Government, Military Department, No. 1198, of the 2nd April 1867, to continue to be reported on by the inspectors, pending the reorganization of the schools on an efficient system, and the appointment of an Assistant to the Superintendent of Army Schools.

Change in the system of conducting inspections.

79. Owing to the extension of education, and the consequent increase in the work of inspection, it became necessary to modify the way in which inspectors of schools should conduct their examinations. After consulting the inspectors upon the subject, a set of instructions was, with the approval of Government, issued by me in an official letter, No. 2200, of the 20th October 1866. A considerable reduction in the work of inspection is effected by allowing the examinations of the University to take the place of those formerly held by the inspectors; this lessens the labour in regard to the senior classes of schools. At the same time, an inspector is not required to examine the lowest class in a school, but merely to sit with it and form an opinion of the way in which it is taught. Also in private schools other expedients are adopted to lighten the burden of inspection. Generally Government schools are to be examined in a more searching manner than private ones, the inspectors being regarded as the managers of the former, while their duty, with reference to the latter, is limited to the obtaining of a satisfactory insight into the condition of the classes, and the forming of a judgment as to whether such grants as may be given are fairly earned.

Female Education.

80. In the course of the year under review, the question of female education received much discussion among the more enlightened Hindus at the presidency town. The subject has naturally, for many years past, engaged the attention of educated Natives; but omitting the establishment of a few schools, in which elementary instruction is conveyed to girls of a tender age by male teachers, the result has been rather in words than in acts. A stimulus was afforded in connection with the subject by a visit from Miss Carpenter, whose philanthropic exertions in England to improve the more neglected sections of the community are well known. At several meetings in which this lady took part, the following points were debated: (1) Whether the time had arrived for Government to take a direct share in female education; and (2), If so, what is the direct work which it is advisable Government should undertake. In the discussions, very conflicting views were put forward. It appeared, however, that the general feeling was that, at any rate, Government should not do more than establish a Norman School for training female teachers. Even action to this extent, which is what Miss Carpenter advocates, would involve tolerably heavy expenditure, according to that lady's scheme; while it is almost certain that, for some time to come, the results obtained would be very small. The subject is still under consideration.

Book Depôt.

81. In 1866-67, the Budget provision for the purchase and printing of books was 24,148 rupees, and the whole of this sum was placed at the disposal of the Director of Public Instruction in the Madras Bank. The actual expenditure was *Rs.* 34,730. 2. 11. The excess of expenditure over the Budget provision is accounted for by a sum remaining at the director's disposal at the close of the previous official year. The number of books sold in the year was 74,220, and their value was *Rs.* 27,069. 13. 9.

82. The following is a statement of the several works printed for the Educational Department during the past year:—

Name of Book.	Language.	Number of Copies.	Remarks.
Clift's First Geography - - - - - -	Tamil -	3,000	Reprint.
First Book of Lessons - - - - - -	ditto -	10,000	ditto.
Pope's Second Grammar - - - - - -	ditto -	4,000	ditto.
Brief Sketches of Asia - - - - - -	ditto -	3,000	ditto.
Ditto - - ditto - - - - - -	Telugu -	2,000	ditto.
Ditto - - Europe - - - - - -	ditto -	1,500	ditto.

Name of Book.	Language.	Number of Copies.	Remarks.
Brown's Telugu Reader and Lexicon, Vols. I. & III.	Telugu -	600	Reprint.
Ditto - - ditto . Vol. II. -	ditto -	600	ditto.
Morris's History of India - - - - - -	ditto -	3,000	ditto.
Selections from Vemana - - - - - -	ditto -	1,000	ditto.
Seshaiya's Grammar - - - - - -	ditto -	3,000	ditto.
First Book of Lessons - - - - - -	ditto -	3,000	ditto.
Morris's History of India - - - - -	Canarese -	1,000	ditto.
Ditto - - England - - - - - -	ditto -	1,000	ditto.
Second Book of Lessons - - - - - -	ditto -	1,500	ditto.
Third Book of Lessons - - - - - -	ditto -	1,000	ditto.
School Grammar - - - - - - -	ditto -	2,000	ditto.
Old Canarese Grammar - - - - - -	ditto -	1,000	ditto.
Colenso's Arithmetic, Vol. II. - - - - -	ditto -	500	ditto.
Answers to the Examples - - - - -	ditto -	500	ditto.
Gulistan - - - - - - - - - -	Persian -	100	New publication.

EXTRACTS from the Report of the Director of Public Instruction in the North-Western Provinces for the Year 1866-67.

Section I.—Controlling Agency.

2. This is shown in the table placed in the margin, and, being the same as that employed in 1865-6, calls for no remark.

Director - -	1
Inspectors - -	3
Assistant Inspectors	5
Deputy Inspectors	30
Sub-Deputy Inspectors - -	67

3. Early in the year a memorial, purporting to come from the landholders of Aligurh, was received by his Honor; the substance of their petition being a claim to have a voice in the administration of the funds they themselves contributed, and suggesting the creation of a local committee for managing "all matters connected with the business of education." It was proposed in this petition that the said committee should consist of "educational officers and the district landholders and gentlemen, presided over by the collector of the district."

His Honor's orders in reply declined to admit the claim of the petitioners, but hailed the movement with satisfaction, as a sign of willingness on the part of the native gentry of the district to use their influence for good, and it was decided to try the experiment of establishing local committees. Effect has been given to this determination by the resolution of Government, No. 1043 A, dated 30th March 1867, which orders the establishment of District Educational Committees.

4. The expenditure on the controlling agency, in its twofold character of "Direction" and "Inspection," is contrasted with that under the head "Instruction" in the following Schedule, which is as accurate under the circumstances as I can make it:—

Charges.	Imperial.	Local.
	Rs. a. p.	*Rs. a. p.*
Direction - - - - - -	35,906 9 2	—
Inspection - - - - - -	1,42,392 10 7	—
Instruction - - - - - -	5,95,710 - 11	4,57,286 4 6
Total - - *Rs.*	7,74,009 4 8	4,57,286 4 6

The proportions of expenditure are therefore nearly as follow:—2·9: 11·6; 85·5;—last year they were 2·9: 12·3: 84·8;—in 1862-3, they stood at 5·24: 18·06: 76·7.

5. A very important item under the Imperial charges for "Instruction," is the amount spent on school accommodation. This was *Rs.* 59,584. 12. 3. for the year. The expenditure for the past three years under this head has had great influence for good on the future character of the schools; it has paved the way for the establishment of a better class of schools at the *sadr* stations of districts, where, had no schools been built, such an advance would have been thrown back a year or two. In many cases the building of a good school-house has been the reform or renovation of the school itself, and in others the town has received a lasting ornament in what is perhaps the only pucca building for miles round.

6. Of local funds, the cess needs no special description; it will be advantageously succeeded by the new settlement allotment, and this may be expended under the orders of the Presidents of the Local Committees, it being most undesirable that officers whose main business is the inspection of the schools should be in any way hampered by office work of a financial character. On the other hand, it may be said that the position of paymaster gives great authority to an inspector over the schoolmasters. I regard this as a point of little consequence, so long as the committees do their duty with impartiality, and so long as the native idea of "parwarish" is not allowed to influence the dealings of zemindars and others on the committee in the case of the appointments of the teachers.

7. With regard to the fees paid for education generally, the amount is too small; but a great advance has been made in the upper institutions, and the example will be extended throughout all classes of schools by degrees. The people have been long under the idea that they are doing the Government a favour by sending their children to school, or that they are personally obliging some particular officer by contributions to educational progress, and the consequence is that they expect fees to be remitted. It was a mistaken policy at first, perhaps, to give a high class education gratis by way of attracting scholars, and it was so in this special way more than in any other, that the classes who took to education were not those whom we wished to benefit. But the mistake is being gradually corrected, and the zillah schools now in course of establishment require a scale of fees higher than was formerly levied in the infant colleges. In the last few years the fees have been trebled in the colleges, and I am of opinion that a better class of students is attracted. Yet it will be long before any upper class institution can attempt to pay its own way; indeed, this will probably never be the case until the spread of education enables the native public to dispense with the expense of European tutors. In the meantime, by giving education a high tone, and taking a high standard by employing gentlemen of first-class European education, we are silently laying the foundation of this most desirable result. Year by year, as native students pass the B. A. and M. A. Examinations of the Calcutta University, the possibility of finding native professors and native headmasters, becomes more and more practicable, and in process of time, I conceive it will be most certainly my duty to lessen the cost of education by employing native talent, instead of European. At present I desire no change in the system which maintains expensive Government colleges, because, for the above reasons, I am of opinion that the end desired by persons who cavil at the burden thereby imposed on the State finances will be most surely arrived at by the existing arrangements, always provided the notion of "cheapening" education by taking no fees is laid aside as worthless. The chief noticeable present effect of raising the fees has been to give the principals an opportunity of adding largely to the general means of moral improvement, by enabling the students to take to athletic exercises, and providing matters of comfort and recreation, which the cost of establishment, as paid by the Government, does not include.

8. With regard to fees paid for vernacular education, the same arguments for increase cannot be applied. Vernacular education in Tahsili schools, at the rate now sanctioned, costs the State 24,768 rupees annually in the three major circles. At this outlay a school is maintained in each of 172 tahsildaries, and if the average attendance be rated at 60 boys per school, the annual expense of educating each boy is less than 2½ rupees, exclusive of inspection; an advantage cheaply purchased by the Government, if only the moral benefit to the population in the closing of the indigenous schools and their text-books be considered. The fees levied in these schools are as high as is desirable, and may be roughly calculated at two annas a boy. The sum is not of insignificant amount as a set-off to the State expenditure, and is moreover a most useful adjunct to the finances of the schools, and gives the means of furnishing the schools, providing extra teaching where needful, and generally of adding to the efficiency of the system by enabling the Inspector to reward merit. In pursuance of his Honor's orders, I have recently made a general inquiry into the manner in which the fees collected are disbursed. The following, from the Officiating Inspector of the First Circle, explains the system. He reports that "the fees collected in the Anglo-vernacular schools are expended under three different heads: (1) pay of monitors; (2) scholarships; (3) stationery, repairs of furniture, &c. If there be a balance at the end of the year, it is secured for the purchase of useful books for library. In regard to the Tahsili school fees collection, it is distributed as rewards among the teachers, after paying the following charges:—pay of *naib*, or monitor (if any); stationery, &c.; *farsh*."

Section II.—Colleges.

10. The annexed Table shows the statistics of the colleges of the North Western Provinces. The three "General" Colleges are those at Agra, Bareilly, and Benares, and the "Special" institutions are Thomason Civil Engineering at Roorkee and the Medical School at Agra.

	General.	Special.
No. of Colleges - - -	3	2
„ on Rolls - - -	201	247
Average daily attendance -	174·2	231·47
Expense - { Imperial -	Rs. 60,509 2 7	Rs. 79,162 5 11
{ Local -	„ 7,870 12 7	—

Of the condition of the two latter I am not informed, the reports of their working being supplied by other departments. The state of the three colleges for general education is to some extent exhibited in the results of the Calcutta University Examinations of the year. The number of candidates who went up in 1866, and the number of those who passed, are shown in the margin. The number is small, but the average of those who pass is high compared with the corresponding average for the whole number of candidates; for instance, 66 per cent. of the candidates from the colleges of these provinces have passed; while of the whole number of candidates examined at Calcutta 34 per cent. only pass, more than half of whom are in the third division. Fair relative success has been achieved, and a good example set for future candidates.

Examination.	No. of Candidates.	Passed.	Passed, 1st Class.
1st in Arts -	9	6	1
B. A. -	3	2	–

11. I subjoin extracts from the reports of the Principals:—

Agra College (R. A. Lloyd, Esq., Officiating Principal).

"3.—It has been the practice to gauge, not exclusively, but mainly, a year's success by the results of the Calcutta University Examinations. Adopting this test for the past year, I think the Agra College may fairly claim to have done respectably. A verdict of 'respectable' is all I predicted for it when I reported on the state of the college in July last, and this is the verdict which it seems to me we have earned.

"7.—With the results of the Entrance Examination, though not absolutely dissatisfied, I was slightly disappointed. We passed six out of 10 candidates, but only one of these in the first division. All four of the rejected candidates failed in English, and two of the four in one other subject as well.

"8.—This average is as high a one as was obtained in this particular examination by any institution above the province of Bengal, but, nevertheless, came short of my expectations. Besides, I wished my results to be absolute, not comparative. Much labour had been bestowed on the class, and I look to it to produce me eight matriculated students out of the 10 who went up; and three in the first division, instead of one.

"20.—This review of the results of the Calcutta and Departmental Examinations proves, I think, that, relatively to other colleges, the college of which I have been in charge has not lost ground; that our absolute performances are on a par with the average achievements of former years; and that the year's work, though productive of no very signal success, has, nevertheless, been steady and satisfactory, entitling the institution to a fair meed of praise.

"22.—Condensing into a general statement my impressions of the year's progress, I should pronounce the greater advance to have been made in the school department; our college classes have been too scanty in numbers for active competition to exist in them. The causes of this I have already dilated on; but the daily improving state of the school department gives me reason to hope that ere long we shall produce a large number of both better trained and more earnest under-graduates, who, not contented with a half education, will, for love of learning and for the sake of self-culture, prosecute their University studies with vigour to the end. So will they help us to fulfil the real object of an affiliated college, the passing of students to the B. A. degree."

12. The difficulty of keeping the senior department well filled with industrious and talented young men has frequently been noticed, and is due, of course, to circumstances. In the first place, the poverty of the students, and consequent hope of employment, leads them to wish to make a start in life at the very earliest opportunity. Secondly, the general inferiority of their abilities makes protracted study irksome. Thirdly, the local demand for English teachers has been such that it would have been impossible to man our establishments without appointing men of this kind. I am of opinion that no coercive measures can be adopted with permanent advantage; and the plan of allotting scholarships on condition of further study seems of doubtful expediency. It must be borne in mind that the difficulty is not felt to the same extent at Benares, and it is lawful to expect that the improved state of things there will by degrees be found possible further up the country. We are generally, I think, attracting a less poverty-stricken class, and it is fair to hope that the students will be willing to study longer, and that, having superior home facilities and incentives to study, they will prove to have a superior capacity for learning. It will thus be seen that the question of "fees" has much to do with future progress in education of a high order, and we must close our doors to paupers.

13. Mr. Lloyd well says that "the worst feature of the returns is the prepostero usly large number of boys who pay only the lowest rate of fee." "It is," he continues, "quite absurd to suppose that, of [illegible]5 paying students, the parents of only 21 draw more than 29 rupees a month. Such, however, is the inference which the returns furnish." He has proposed to raise the minimum fee of 8 annas to 1 rupee from July next, with my approval. This may possibly affect the roll, but the benches are becoming overcrowded, and a diminution of the present attendance (350) would be a positive advantage.

14. The attendance at the Agra College has changed from good to better during the year. Nearly 50 more scholars have been admitted in Mr. Lloyd's time, and the average attendance has risen from 93·6 to 95 per cent.

15. The boarding-house is thus reported on by the Principal:—

"The boarding institution is full and prospering. We have now three houses, affording accommodation to more than 60 boys; and the inmates are kept in good order by the Superintendent. . . . . No falling-off is observable in the enthusiasm for athletics. The Agra College Eleven, as you know, visited Bareilly at Christmas, and played the eleven of the sister college a friendly match at cricket. This was the second meeting of the rivals, and, I am pleased to record, resulted in a second victory for Agra. I enclose herewith the score of the match; but, as you were an eye-witness of the contest, I shall leave to your recollection the interesting points of the game."

The Bareilly College.

16. The average attendance here has generally been very good. During the year the attendance in the senior department was 99 per cent., and in the junior department it has been kept up to the usual average of 95. Probably the healthiness of the place has something to do with this, for it must be confessed the average is a high one. The neglect of one of the most important local holidays in Bareilly by the college boys is a curious instance of the effect of example in the gradual abandonment of custom.

The chief fact of the year seems to be the successful association of the branch schools with the college, and the drafting-off of the lower classes of the latter into the more appropriate form of a separate lower school. His Honor distributed prizes to the scholars of the associated schools, and was pleased to approve of the general results of the system, on the occasion of a recent visit to Bareilly. I hope to be able soon to recommend to his notice a plan for providing a convenient building for the aforesaid lower school.

Mr. Templeton's general report has the following among other general remarks (and in respect to his comment on the failure of one of the students in the History paper of the Calcutta University First Examination in Arts, I am of opinion that the paper in question was so constructed as to be but a poor test of work, either by teacher or taught; it is, however, a confessedly difficult subject to examine in, and likewise one much neglected by Native students):—

"*General Progress and Results of Annual Examination.*—We sent up five for the Middle Arts Examination, of which two passed; and 11 for entrance, three only getting through. There can be no hesitation in pronouncing this result a serious failure.

"The middle college class was not a good one, yet I felt sure three would pass, and should therewith have been content."

17. In this account of the Bareilly College, I have special pleasure in recording the liberality of an ex-student, Rajah Madho Rao Venaik, who has offered two scholarships and an annual donation for the benefit of the institution. He has expressed himself nicely in the matter, and I extract a copy of his letter to the Principal:—

"I feel deeply grateful to the Government for the benefits conferred on me through the education I have received at the college, and to yourself personally for the many services you have rendered me whilst your pupil. Though now no longer a student, I desire very much to have my name associated permanently with the college wherein I have been instructed, and, as a means to that end, would ask you to allow me to offer annually (1st.) a scholarship of 10 rupees per mensem for the best student in all subjects of the middle college class who goes in for the B. A. examination, the sum to be tenable for one or two years at your discretion; (2nd.) a scholarship of 6 rupees per mensem for the student of the junior college class who is first of his class in all subjects at the Departmental Examination, one who takes Sanscrit as second language to have the preference, provided he holds a second place in English studies, and gives satisfaction as a Sanscrit scholar; (3rd.) an annual donation of 100 rupees towards encouraging the games now or hereafter to be practised at the boarding-house; the same to be, at your pleasure, given as prizes, or expended in any way you think proper in promoting athletic amusements."

THE BENARES COLLEGE.

18. For the first time this college sent up candidates for the M. A. degree, C. U., to gain which it is necessary to pass an honour examination in some one leading branch of study. Mathematics is not a subject in which the college has earned distinction, and it was not likely that the early elementary training of the two young men who went in for honours had been such as to create confidence in their success; but they chose this branch, and failed, notwithstanding much diligent study.

19. Upon the whole, the college department of this college is in a thriving condition, and promises yet more fruit. Of some 60 students in all the college departments, half at least belong to Benares—a fact which indicates the greater general advancement in education of this locality as compared with towns further up-country; but none the less is the success due to able management on the part of the Principal.

20. The school and lower departments of the college are in fair order, notwithstanding the unwieldy size of the classes.

The number on the roll of this college in all departments is 736, and for the English department the lowest fee is 1 rupee, which is paid by 355 boys; 45 pay 2 rupees; 24 pay 3 rupees; one boy pays 4 rupees; 20 boys pay 5 rupees; and two boys the highest rate, viz., 10 rupees.

22. Manly sports have received attention at this college, as well as at Agra and Bareilly. There is a good playground close to the college, and such as choose play at cricket, football, and other games. Mr. Griffith remarks that the most distinguished of his pupils is also the best cricketer.

23. The Sanscrit and Anglo-Sanscrit departments seems to be in fair order, and it is very satisfactory to find that some of the pundits have been engaged in useful literary work during the year. The appearance of a literary journal in Sanscrit is also a sign of activity, which I hope may be sustained, for the sake of the connection the journal will subserve to maintain between European and Native scholars. Mr. Griffith writes as follows:—

"The Sanskrit College has shown considerable literary activity in the year under review. Pundit Bapu Deva Shastri has brought out, at Dr. Lazarus's excellent press, a new edition of the celebrated *Siddhanta Siromani* of Bhaskaracharya, with his own exposition, the *Vasanábhashya*. This edition has been carefully corrected, after collation with several manuscripts, annotated and furnished with diagrams. A new and improved edition of Dr. Ballantyne's very useful translation of the *Laghu Kaumudi* has been brought out at the same press. The expenses of this publication have been borne by that enlightened and liberal noble, his Highness the Maharajah of Vizianagram, K. C. S. I., and the labour of revising and correcting the Sanskrit text has fallen upon the librarian, Pundit Bechan Tewarry. A monthly journal of Sanskrit literature has been started, and has reached its tenth number. This journal, entitled *The Pundit*, has been very favourably received by the first Sanskritists in Europe, and is encouraged by the patronage of the Governments of the North Western Provinces and the Punjab, and by the Directors of Public Instruction of the Punjab, Bombay, and the Central Provinces. Pundits Vitthal Shastri, Rajah Ram Shastri, Bala Shastri, Bapu Deva Shastri, and Govind Deva Shastri have distinguished themselves by their contributions in Sanskrit to this journal; and Babu Pramadadas Mittra by his excellent translation from the *Shahitya Darpana*, and by critical notices.

"The average per-centage of daily attendance in the Sanskrit College during the past year is 83·3. In the preceding year it was 81·4.

24. During the past year a petition was presented, through the Commissioner of Benares, from the Hindu gentry to his Honor, expressing their fear that the Sanskrit College would be abolished, inasmuch as certain measures of reduction had been caried out at my suggestion. I took the opportunity of discussing the appropriateness of the maintenance by Her Majesty's Government of a college for "preserving" the literature, philosophy, and the religion of the Hindus, which is all that Sanskrit is *to a Hindu*; but as no further reference on the subject has been made to my knowledge, I am unable to report on the results of the memorial.

25. *The Boarding-house.*—This has been managed by the same Superintendent as before, and continues to answer its purpose. There is no necessity to give the Superintendent's Report again *in extenso*. There were 117 boarders in residence during 1866, of whom 70 were from Tahsili schools in the circle: 32 of the boarders were non-stipendiaries; the rest received scholarships allotted by the Inspector.

26. It remains to notice, in connection with the colleges, the Law Professorship attached for the present to the Agra College. Suffice it to report in brief terms that it was found necessary to dismiss the Professor in November; and that a successor has been found in the person of Mr. Jardine, under whose management the scheme will, I hope, prosper.

Section III.—Schools.

29. The annexed Schedule shows with approximate accuracy the particulars of attendance and expenditure:—

Descriptions.	Number.	Number in 1866.	Average Daily Attendance.	Expenditure. Imperial.	Expenditure. Local.
				Rs. a. p.	*Rs. a. p.*
Higher Class	5	1,781·	1,648·76	1,17,197 9 4	13,510 9 10
Middle Class	2	348·	316·	4,431 3 8	1,664 7 1
Lower Class — Tahsili	265	21,475·88	17,929·36	42,331 15 2	28,162 – 3
Lower Class — Halqabandi	3,202	1,00,751·	84,103·65	26,900 10 3	2,08,149 5 –
Female Schools	479	8,981·	8,105·09	24,162 3 6	6,169 9 9
Normal Schools	8	4,23·2	385·97	35,251 14 8	4,759 15 3
Total	3,961	1,33,760·78	1,12,488·83	2,51,275 8 7	262,415 15 2

The school departments of the colleges and the collegiate school at Ajmere, and the high school at Etawah, only come under the first head. The upper class in each case educates up to the standard of matriculation in the Calcutta University.

30. The following Table shows the number of candidates for the Entrance Examination of 1866, with the degrees of success and failure:—

Names.	Number of Candidates.	Passed. 1st Division.	Passed. 2nd Division.	Passed. 3rd Division.	Total Passed.	Failed in English.	Failed in 2nd Language.	Failed in History and Geography.	Failed in Mathematics.
Agra Collegiate School Department	10	1	4	1	6	4	–	1	1
Bareilly – ditto	11	–	2	1	3	7	–	1	5
Benares – ditto	23	–	5	10	15	5	2	2	4
Ajmere – ditto	5	–	4	1	5	–	–	–	–
Etawah Schools	8	–	3	2	5	2	–	–	2
Total	57	1	18	15	34	18	2.	4	12

This Table shows that 34 candidates passed out of 57 sent up; that is to say, 59 per cent. of the candidates passed the examination. But of these 59, I find that 1½ only passed in the first division, 31½ in the second, and 26 in the third. The deduction is obvious, that we have as yet attained mediocrity only according to the standard of the Calcutta examiners. I could wish this were less arbitrary. It varies year by year, and that the shares become sharper as the number of candidates become greater is the only definite observation possible. The idiosyncracies of one examiner may throw the statistics of years into confusion. For example, the examiner in History might set a paper which would pluck the candidates at all schools except those where the teacher happened to have laid stress on the examiner's favourite pieces. It is therefore with some hesitation that I record the above figures as an index of progess. It is relatively reliable, and the general deduction, among others, that the candidates from the Bareilly College were sent up improperly prepared, particularly in English and mathematics, is not to be avoided. English is undoubtedly the most difficult test, especially under an examiner who looks for elegance as well as correctness of expression. Failure in mathematics is not excusable, and I hope another year will show improvement here at any rate. This year History and Geography have been passed with less difficulty than usual, and success in passing the second language is maintained.

The results for the five schools which sent up candidates in the North Western Provinces may be contrasted favourably to a certain extent with the achievements of the whole number of candidates as a body. The whole number examined was 1,302, of whom 49 per cent. only passed; and of these 49, six rank in the first division, 23 in the second, and 20 in the third.

31. The

31. The school departments of the colleges of Agra, Bareilly and Benares are in good working order, and the principals report improvement throughout. The state of the second and third classes was tested by the Board of Examiners. They speak of these classes as promising well for the Matriculation Class of the present year. These examinations are conducted in all respects as those in first-class English schools: no boy is allowed to leave his place, or to be within copying range of a class-fellow; if a boy is detected using unfair means, his papers are at once torn up, and he is generally expelled; the shortest possible time is assigned for the questions to be answered in, and the papers are taken to the minute by the officials in charge, and sealed up for transmission to the board. This kind of formality and strictness is very trying to the native student, and were he not prepared by continual previous practice in written examinations, he would infallibly fail in these annual examinations. He knows, too, that the prospect of a scholarship depends upon his readiness, and this knowledge, though a stimulant to some, unmans others.

The Ajmere School.

32. The usefulness and popularity of this school have been strikingly manifested during the year, not only in the fact below recorded, but in the increase in the number of pupils and the rate of fees. On each of these points Mr. Goulding shall speak for himself. The fact of the absorption of a really well attended city school into the ranks of the Government school in the way described is unique. Mr. Goulding says:—

"This growing appreciation of the efforts for their intellectual advancement assumed a very decided and practical form during the year under review. In the early part of September a large indigenous vernacular school, numbering 57 pupils, almost all Mahomedans, which circumstance was a significant feature of the movement, presented itself for incorporation with the Ajmere School, and though, as already stated, the accommodation was narrow, it was thought it would be injudicious to oppose obstacles to so manifest a desire for English education on any plea of necessity, and accordingly such temporary arrangements as were practicable were made for the admission of the pupils."

33. As regards the increased attendance and the average daily per-centage, and the fees, Mr. Goulding says:—

"The tabular statements that accompany this Report, will show that the school gained in numbers and resources during the year. It opened with 223 pupils on the rolls, and closed on December 15th with 329; while the collections were 1,424 rupees, as compared with 895 rupees of the preceding season. The per-centage of attendance rose to 94·3, a figure that testifies how thoroughly amenable to rigorous discipline Native boys, or I might say Native parents, can gradually be rendered, and observances before so tenaciously maintained subordinated to what are now evidently regarded as higher claims.

"One more gratifying feature in connection with this increase remains to be noticed, the proportion of Mahomedans to Hindus, which, for the year 1865, was as 1 to 4·3, is now as 1 to 3."

Hume's High School, Etawah.

36. I had occasion to speak in high terms of this school last year, and consider that it has kept up its reputation fairly. Four of the matriculated students have entered the Agra College, to pursue their studies there; a result which I consider bears witness to the excellence of Mr. D'Mello's management. The students must have been inspired with no ordinary love of learning to be thus willing to leave their home, and a very useful example has thus been set to the schools now rising up in the various districts of these provinces. It was naturally hoped by the head master, that the means of instructing these young men might have been given him in an increased staff at Etawah; but there can be no question that, while we have colleges (with boarding facilities) ready to receive and carry on the education of young men from the district schools, no advantage is gained by increasing expenditure on the latter beyond the working point. Rather, it is a result ardently to be desired, that the benefits of a college residence should be extended as far as possible, and that the main object of the high school should be, not to pass students through to the Calcutta University Entrance Examination, but to supply our colleges with intelligent passed men, the soundness of whose early training may afford good ground for superior culture.

39. A powerful agent in the advancement of this school is the local patronage and countenance of Mr. Hume, the collector. This officer's determination to give the preference in local appointments to young men educated at the local school, is well worthy of general imitation, and I hope the principle will be followed in all districts as soon as the zillah schools are established in popular opinion.

40. The boarding-house attached to this school, numbers 24 inmates, of whom 10 are self-supporting. It is exeeedingly popular, and might easily be extended, were larger accommodation provided.

41. His Honor will be glad to hear that the practice of athletic games has been successfully introduced here as elsewhere.

42. *Middle Class Schools* (*vide* Schedule in para. 29, *supra*) next claim attention. They have been before explained to be schools in which English is taught, but which as yet cannot educate up to the standard of Matriculation. I have, as last year, entered two schools only in this category, as aided directly by the State; but there are, as his Honor is aware, a large number of these schools (viz., 83), which are entirely under the management of the department, but being partly supported, and always set on foot by subscription, they are paid on the principle of aided schools, and are therefore necessarily entered under Section V. At the present [illegible] such schools at sadr stations, have become zillah schools, on a sanctioned scale [illegible] ent paid by the State, and will appear next year as "Middle Class" Government schools, of which now there is an apparent deficiency.

43. The two schools now strictly so called, are those of Aligurh and Shahjehanpore.

With regard to the former, the Officiating Inspector of the first circle, reports in favourable terms as follows:—

"It is the largest and best of all the Anglo-Vernacular schools, whether paid by Government entirely, or receiving a grant-in-aid only. Its numbers at my examination, were 222; the average attendance is 218. The high class contains several boys who will be ready for the entrance examination of the Calcutta University at the end of the present year. The head master, Sobha Ram, has worked hard, and now that by the new arrangement we have got a European gentleman in his place, I have no doubt, that in a short time, the classes will come up the standard of those in collegiate schools.

"2. The municipal committee has liberally granted 300 rupees a month to supplement the income from Government, and has also voted 10,000 rupees for the erection of a building. This, I hope, will include a suitable house for the boarders, and perhaps ultimately, we may get a bungalow for the head master.

"3. The boarding-house attached to the school has now five inmates."

Shahjehanpore School.

44. The Report furnished by the Assistant Inspector, is meagre and unsatisfactory. He reports that "the higher classes did well in some subjects, but many of the boys were deficient in their knowledge of Urdu Grammar and of Persian. The first class required more practice in English parsing."

Schools of the Lower Class (I. Circle).

45. There are 64 schools, with 7,634 boys, distributed in seven classes, of whom 41 per cent. are in the lowest class, to 1¾ per cent. in the highest. Last year there were 63 schools with 6,689 boys—that is, one school and 945 boys less.

This shows a general increase of the attendance at this kind of school, but the first classes seem to have fallen off. For last year nearly 2½ per cent. of the whole attendance belonged to the first class, while under 40 per cent. were in the lower.

49. The remark of the Officiating Inspector, as to the desirability of encouraging the study of Persian in Tahsili schools require notice. It is perfectly true that Persian is a nicer language to teach and learn than Urdu, and is popular with Mussulmans and Kayaths; but it is of no practical value as a tongue in this country. It is a medium of correspondence between Natives of position, but its use in this respect does not make it a valuable acquisition for the masses; nor am I by any means of opinion that it is necessary to the acquisition of Urdu. The Persian idioms used in the language are few in number, and the spoken language at least is Hindee to the back-bone. There are, of course, many Persian words in the Lucknow and Delhi forms of Urdu, but there are also many Arabic words, and the argument that the study of Persian is necessary for the Urdu student, applies equally in this respect to the study of Arabic; indeed, my own opinion is, that a knowledge of Arabic Grammar is more useful to the Urdu student, than a knowledge of Persian Grammar. The original design of the Tahsili school was a good education in the vernacular, and it was intended that the corrupt pronunciation of the inhabitants of country towns should be improved by degrees, under the constant communication which the children and their teachers would have with the Native Inspecting Officers, who are men of education, and generally good Oriental scholars. The improvement which is thus effected, may be easily tested by an examiner, who compares the pronunciation of the beginners in a good Tahsili school with that of the senior pupils. It is perfectly true, that a Tahsili school-boy has no great stock of words beyond the ordinary terms, in his Urdu vocabulary, when he leaves school; but once possessed of the rules and idioms of the language, he can add daily to his stock of words for any special business. To say that a boy is unfit to enter a kahchahri, and do the work of a Mohurrir, because he has not learned Persian, seems to me an untrue account of the matter. The fact is, he is only ignorant of the technical terms and pedantries of the courts, which he would be equally ignorant of, had he done nothing but read Gulistan, Boostan,

"Without going into the subject of particular books, I may state that in my opinion we do not pay so much attention as we ought to Persian. Urdu is very well in the lower classes, but it is not a literary language, nor do the people (at least, the educated portion of them) care very much to have it taught to their sons. Persian, on the other hand, while necessary to any one desirous of mastering Urdu, possesses a literature of its own, and is appreciated by all Mussulmans at least. These considerations, should, I think, weigh with us largely, and if you agree with me, we might introduce the language into all but the two lowest classes, excluding Urdu, except in the case of Geography and Mathematics."

Boostan, Abul Fazl-wagairah, all his life. The want in our vernacular education is good books to read, and the want is being gradually supplied, and Urdu will improve, as it has improved, year by year. The Tahsili schools began wisely, I think, with the vernacular only. A few years ago, there was a considerable cry for Persian as well, and men said, "If you allow Persian to be introduced, you'll double the numbers at school." Though this was not the desired end, inasmuch as the staff of teachers could not possibly have taught twice as many boys, I was of opinion that the scarcity of good Urdu reading books justified the introduction of [illegible] of access to Persian literature, and I allowed Persian to be studied in the [illegible]r classes. It was hailed as a boon, a "bahut achchi bat," and I believe the schools gained some repute in consequence; but the attendance was not raised, especially in the two first classes, where this might have been expected to be the case; nor do the boys who leave school gain employment more easily.

Halqabandi Schools (I. Circle).

51. The schools in this circle have, on the whole, progressed during the year. The Table subjoined shows a decrease of seven schools, and an increase of attendance, which is a favourable sign. The average attendance in this way has risen by at least one boy per school. The decrease in schools took place in Budaon for want of funds. Bareilly appears for the first time with a small share of schools, at which the attendance is up to the average. The number of boys in the fourth or highest class is 5 per cent. of the whole number, as last year. The number in the first or lowest class is still extravagantly large, being 61 per cent.

52. The following is the Officiating Inspector's Table of attendance:—

	No. of Schools.	In each Class, 1866-67.				
		4.	3.	2.	1.	Total.
Total - - - - -	826	1,4[illegible]	3,087	6,074	16,590	27,151
In 1865-66 - - -	833	1,368	3,044	6,113	16,259	26,784
Increase or Decrease -	—7	- -	- -	- -	- -	+ 367

54. A return of Desi schools sent in by the Officiating Inspector gives 2,418 schools, with 26,560 scholars, for the first circle. It will thus be seen that there are more Desi than Halqabandi schools, with fewer scholars, however; and it further appears that there are nine more Desi schools, with 480 more scholars this year than in 1865-66; a fact which in itself throws doubt on the accuracy of the returns, as the increase of scholars to this amount is disproportioned to the increase of schools; indeed, the entries under increase and decrease are extraordinarily various. In one district there are said to be seven more schools, with only one more added to the number of scholars; in another district there appear nine fewer schools, with 47 more scholars; and so forth. The Deputy Inspectors evidently cannot register the state of things correctly; but I am inclined to think the inquiry is, on the whole, one of little importance except it clearly showed that the Desi schools were largely increasing in numbers and attendance, and thus that a desire for education, irrespective of the hints and advice of Government officers, had come into being. Their gradual decrease, on the other hand, shows much what might have been expected, viz., that the old kind of education is less wanted, or that the old system, to call it so, was not popular enough to hold its own when a novelty was introduced. The idea of rivalry does not exist, and to suppose that we are aiming at the destruction of this class of schools, or that it was ever worthy of the name of a "National" school system is, I am of opinion, erroneous.

II. Circle.

55. The only school of the higher order in this circle has been mentioned above. Schools of the middle class will be recorded in Section V. below, and it remains to report here upon the lower schools.

(2.)—Tahsili Schools.

56. The following are Dr. Anderson's remarks:—

"Compared with last year, the number of pupils in the Table may seem at first sight less than before; but the schools at Kanouj of 140 scholars being this year omitted as disallowed

disallowed Tahsili endowment, and seven Anglo-vernacular schools having established branch schools for those disinclined or too young to study English, the whole has actually increased by more than 500. These branch schools are reckoned among the Halqabandi, being supported by the local funds, and have 399 pupils. The state of instruction also appears worse than last year; but if the total number of prizes given in 1866 and 1867 be compared, and the omission of three schools not examined in Muthra be considered, it will be found in some respects much better. The condition of 10 schools is 'good,' of 35 'fair,' of 17 'passable,' 13 are 'inferior,' and two 'bad;' 49 have made more or less progress since last year. The discipline generally passable, the registers being clean and correct, the classification and class books suitable; but still 'a place for everything and everything in its place,' is a rule the observance of which has too many exceptions. The appurtenance is now in most instances sufficient, and I am glad to be able to state that only five school-houses are very unsuitable, and but two where new buildings are required."

(2).—Halqabandi Schools.

65. I proceed with the Inspector's own account, in the main very satisfactory:—

"The number of village schools at the time of inspection had increased from 1,051 to 1,066, and the number of pupils from 28,964 to 30,730. The subsequent returns of Deputy Inspectors augment these numbers by 114 schools and 852 pupils. Nor is their general improvement less satisfactory than their increase: nearly 30 per cent. more prizes were obtained this year than the last; 43 more schools are decidedly better. The average attendance appears to have risen last quarter to 80 per cent., and were the returns sufficiently trustworthy, might be stated still higher at the end of the year. The inspection in 34 schools is excellent or 'good,' in 207 'fair,' and in 302 'passable;' but a great number are still in an 'inferior,' or unsatisfactory state."

Lower Schools (III. Circle).

66. The Inspector and Joint Inspector of the Benares Circle, have recorded many useful and encouraging facts in their Report for the year. They introduce it as follows:—

"Progress is general and steady. The year has been a rather unusually prosperous one to us; schools and boys both have increased. The people have not only proved their desire to contribute towards establishing English classes, but they have come forward with contributions to improve the old Vernacular schools, and open new ones. The boys have not merely increased in number, but advanced in learning, and obtained promotion in their classes. The girls have multiplied with their schools. The boarding-house is overcrowded, and the proportion of the boys living at their own expense has much increased. A new barrack is in the course of being added to the Dharma Shala for the accommodation of the borders. The building of the Normal school by the side of the Dharma Shala has fairly advanced. The liberal concession of the Government to give their quota of the school cess in the permanently settled Benares province has doubled our means to open, support, and improve the village Vernacular schools in the four districts, namely, Benares, Ghazeepore, Jounpore, and Mirzapore: it has not only doubled our means, but proved to the people beyond a doubt that the Government is scrupulously faithful to its word and principle; it has enabled us to ask for more, and it has prepared the people to give us more. Subscriptions for building school-houses—even for Halqabandi school-houses, for which the people already pay a cess, are pouring in, and we have nothing left to complain of. We have received all possible assistance from the district officers in furtherance of the cause of education; and if it be not too much presumption on our part, we may be allowed to say that we enjoy the full confidence of the people."

70. The Tahsili Schools of this circle are thus reported upon:—

"There are now 55 Tahsili schools instead of 52. This is accounted for by the establishment of some new schools, as sanctioned by the Government, in lieu of those which had been made Anglo-Vernacular in the year preceding. This year also some of the Tahsili schools have become Vernacular, for which new ones have not yet been opened. As the new arrangement of the schools will come into operation from to-morrow, per your letter No. 1622, dated 21st February last, I need not give here further explanation. There is an increase of 853 in the number of boys; and of the whole 4,320 boys, 2,496 are agriculturists, and 1,824 non-agriculturists.

"71. The average has risen to 71·26 boys per school from 66·67 of last year; and the daily average attendance has risen to 78·03 per cent. from 77·56 of last year.

"72. Last year the total amount of fees collected in Tahsili and Anglo-Vernacular schools was *Rs.* 5,190. 9. 2.; this year it is *Rs.* 5,337. 7. 5. The total cost of educating each pupil last year amounted to *Rs.* 5. 10. 7, and to the Government, *Rs.* 2. 9. 10; this year it has been reduced to *Rs.* 3. 9. 10, and *Rs.* 2. 1. 8."

Halqabandi Schools.

74. Last year we counted 1,131 schools and 36,71[illegible] boys; this year we have 1,228 schools and 40,608 boys, of whom 28,312 are agri[illegible]turists, and 12,296 non-agriculturists.

The average of boys per school is this year 33·65 against 31·66 of last year. The daily average attendance is reported this year [illegible]; last year it was 77·81.

The total annual cost of educating o[illegible] *Rs.* 2. 0. 8. and to the Government of only 3 pie; last year it was *Rs.* 2. [illegible]6. and [illegible]

Lower Schools, in Ajmere.

79. The inspector, Mr. Goulding, reports:—

"In recording the progress popular education has made during the year just expired, the fresh stimulus the new school-houses have communicated deserves prominent mention. With their erection, indeed, the whole system of instruction may be said to have been reorganised; the number of pupils has increased, greater order and method are attainable, and more hearty sympathy and respect accorded the pundits by the village people, except when they own indolence interferes to deprive them of such consideration. The inspector, moreover, was enabled in his last tour to point to the new structures with confidence, as indicative of the earnest solicitude of Government for the enlightenment of the people; and altogether to assume a higher tone, insisting upon larger fees and a more close compliance with rules that he could well do under circumstances which, whatever the force of the arguments urged, always militated against implicit faith in them on the part of the hearers.

"The houses—which are pucca, flat-roofed buildings, consisting of one well-ventilated room, 25 feet long by 14 feet broad—are conspicuous objects in the villages, and visible from miles around, to which distance their influence will no doubt soon extend."

80. I have before mentioned the value of a well-built school-house as an aid to character and permanency. The above report of the effect produced by the judicious outlay sanctioned last year in another illustration. The attendance in the school of this territory is bad and can be improved by slow degrees only. The inspector says:—

"The desultory attendance of the pupils at the village schools remains one subject of regret, and for it no adequate remedy has yet been found. If, however, it involved a protracted struggle and much unpopularity for a time at Ajmere to bring unreasoning parents to relinquish the claims of usage and conform to discipline, the apathy of a village pundit, whose sympathies in all such matters must be with the people, will occasion small surprise."

Lower Schools in Kumaon and Gurhwal.

84. Major Smyth's report is more favorable this year than last; he notices that the average attendance has increased, and that the number of boys in the upper classes is greater than he has before known it to be. He says:—

"Kumaon Tahsili Schools.

"I have inspected all of these (excepting four bootiah schools) during the year. There are 23, to 20 last year. As regards attendance they are all in a satisfactory state, those four excepted, which I have found it advisable to close. In their place I have, since 1st April, opened others in more favourable neighbourhoods.

"The number on the rolls has slightly decreased, although there are three more schools than there were last year, but the average attendance has very much increased. The state of discipline of most of the schools is just now more satisfactory than it has ever been, and there are a greater number of boys in the senior classes than I have ever found before.

Gurhwal Tahsili Schools.

"I have visited all the Gurhwal Tahsili schools during the year. With the exception of Srenugur, Syndhar, and Gumsali, the boys are not so well managed, or so far advanced, as in the Kumaon schools. I am, however, glad to notice some improvement since last year."

85. On the schools registered under the last of the three schedules just given, the inspector reports as follows:—

"Gurhwal Halqabandi Schools.

"I have personally inspected 24 of these, and the remaining 17 have been visited by my deputy inspector. They are, on the whole, in a better state than last year. The

arrangement and discipline has improved, and much progress has been made in the south of the district, which is the more thickly inhabited part. The schools in the northern and colder parts of Gurhwal are, for the most part, in bad order. This applies also to Tahsili schools. A glance at Table B will show you an increase of 'on the rolls,' and a great increase in 'average attendance.' One proof that these schools are gaining in popularity is that I have many more applications than formerly to establish new ones. But as all the people contribute to the Halqabandi cess, we have to fix our localities according to the amount of revenue derived from [illegible]ng villages, and are therefore in many instances obliged to have a school where [illegible]much wanted, while a more favourable neighbourhood is left without one.

86. "There is just now much distress, amounting to famine, in many parts of the province, which has had an injurious effect on the schools, of which I should have been otherwise able to speak even more favourably than I have done.

"*Instruction of Pundits.*—Between 15th June and 15th September last, all the Halqabandi schools were closed and a temporary normal school formed at a central point of the district, for the instruction of all the pundits. The school was, on the whole, successful."

(4.)—Female Schools.

88. *First Circle.*—The officiating inspector reports a decrease of 22 schools and 593 girls in the year under review. He fails to account for this, and offers no opinion as to the work done by the schools generally. The largest diminution appears in Aligurh, and, having visited that district lately, I find the reason here is that some of the schools had been supported experimentally on the Halqabandi funds, and that this means of maintenance had been withdrawn. I do not advocate the support of girls' as well as boys' schools from these funds, simply because they are insufficient; but there seems to be no reason to regard expenditure on female education from this source as illegitimate. The principle of expenditure is the benefit of the agricultural class.

89. This is the Officiating Inspector's Report:—

"Upon schools of this class I should not like to express any decided opinion, not only because, as a rule, I have refrained from visiting them, but because the project has been tested too short a time for us to rely upon the indications given of progress or the contrary. While, on the one hand, some deputy inspectors consider that they are deteriorating, others state that women who were formerly persuaded that it was a disgrace to become teachers are now coming forward for employment. The recent order of the Government of India that no new schools should be opened except upon the grant-in-aid principle will, in a few years, show clearly whether the people like the idea or are determined to cling to the old order of things."

92. *Second Circle.*—Dr. Anderson's report is, on the other hand, encouraging and hopeful. With the same drawbacks in existence, he is able to report that the number of schools might be easily increased; that the instruction is improved and improving, and that great good is effected. I give his remarks *in extenso*:—

"There is as yet no female school within this circle where English is taught. It is intended, however, to be introduced in the Suth Subha schools, and the English alphabet, as well as the Nagri and Persian, will be used in the Government training school when proper assistant mistresses can be found.

"93. Last year the number of female schools was 225, with 4,000 scholars; this year it amounted to 243, with 4,429, or, by the latest returns, 237, with 4,521. These numbers would have been greatly larger had not a severe check been given to the establishment of new schools, and to the support of several that were already in existence, by the withholding of a Government grant, and by the failure of the local funds in the zillahs in which they were most in request. In Muthra, but especially in Furruckabad and Cawnpore, sanction had to be refused in upwards of 20 cases, and in the latter zillah more than 30 had to be abolished, in order to equalise the income and expenditure for boys' schools.

"94. I have before sought to prevent this obstacle to the spread of female education by asking for an addditional grant beyond that for schools already in operation, and embracing all now of necessity placed on the local funds; but hitherto without success. Were this allowed, were funds at disposal, on proper conditions, 50 schools might be added in the course of a month, and the whole number of pupils doubled during the year. It is doubtless proper to exercise caution in a matter so opposed in general to native habits and prejudices, and so exposed to deception and pretence; but in this we are by no means equal to the real wishes and opinions of a large class of natives themselves; nor are our fears of being practised upon, as formerly, and as to some degree exceptionally occurs still, at all warranted by the experience of those who take the trouble personally to inspect a large number of these schools. Nothing can be more absurd than the ridicule and suspicion thrown upon them by those who have little or no experimental acquaintance with the matter. Even certain classes of natives themselves are not to be listened to, for out of their own caste or circle I have found them nearly as profoundly ignorant of what was thought

thought or done by their countrymen as any European. It is true that when the zemindars take no interest or disfavour the schools, they, too, generally fail; but I have visited upwards of 100 of them even this year, and do not remember a case where the zemindars did not show much interest, or where they refuse to assist in discovering what pupils were behind the purdah, and whether they received assistance or prompting, or not. On not a few occasions they have earnestly petitioned for a female school to their village, and offered their relations to be trained as mistresses.

"95. On the whole, these schools are in a better state than last year, and are fast establishing themselves in the liking, in habits of the villagers. If the heads of Government could have witnessed, as I have done, the civilising effects of only a twelvemonth's instruction on the awkward, senseless and indolent appearance of the girls in some of them, it would no doubt redouble their interest in the spread of female education.

"99. I cannot help noticing, in conclusion, that the girls in the villages, where the majority of these schools are situated, would have been subject to infanticide, instead of instruction, about 15 years ago (*see* Selections from the Records of Government, N. W. Provinces, Vol. I.); and that, if the schools effect nothing else, they will instil a higher sense of the value of female life. After repeated inquiries at the police and local inspectors, I do not find that instances of this crime occur now in these districts; but if the reports of some pundits were sufficiently trustworthy, it is not yet altogether unknown."

100. *Third Circle.*—The following is a comparative list of the girls' schools in operation here, which shows an increase during the year of eight schools and 314 scholars. I am not inclined to place much reliance upon the figures, but there is no need to assume that nothing satisfactory has been achieved in the establishment of so many schools; on the contrary, the beginning is prosperous. The question of inspection troubles the inspector a good deal, and he has made a suggestion which may be feasible in other places besides Benares: it is the appointment of an European inspectress. The matter will be considered fully, and made the subject of a future reference. Mr. Griffith introduces the subject as follows:—

Districts.	1865-66.		1867-68.	
	Schools.	Scholars.	Schools.	Scholars.
TOTAL - -	87	1,404	95	1,718

"101. The inspection of the girls' schools is on a most unsatisfactory footing. As a rule, neither I nor the joint inspector examine them. The sub-deputy inspectors also are prohibited from inspecting girls' schools, and they are entirely left to the discretion of the deputy inspectors, to be managed with the concurrence of the people. I cannot feel satisfied with the condition of those which are now in existence, or inclined to do much towards their increase without the assistance of an inspectress. Seeing how unsuccessful Babu Siva Prasad, the joint inspector, has hitherto been in his zealous search, I have given up the hope of ever finding a native lady qualified for the work. I shall address you separately on the subject, and ask you to obtain the sanction of the Government to employ a European lady as soon as we hear from the persons with whom we are in communication. The difficulties which have hitherto militated against the appointment of an inspectress of schools in this country are two: first, women cannot travel alone; and second, fresh from Europe, they do not know the vernacular. As to the first difficulty, I think the Government might enable the lady inspector to travel about with her husband, if she is married; the husband assisting the deputy inspectors in the examination of the boys; and as to the second difficulty, we can hand over, from time to time, printed questions to the inspectress, and her duty will simply be to visit the girls' schools, to count how many are present, to note their cleanliness and discipline, to examine them in needlework, where they learn, and to see them write with their own hands, unassisted, answers to the above-mentioned questions. It will be easy for us to judge by these answers what state girls' education is, and what progress it makes. The more the inspectress learns (in time) of the vernacular, the less trouble we shall have in constantly attending to those answers; and the girls' schools then, and then only, can be said to have been brought to a firm foooting."

FEMALE SCHOOLS IN THE MINOR CIRCLES.

102. *Ajmere.*—Forty-one girls and 12 widows are included in the list of attendance at boys' schools. This is a new feature in the returns, and shows that a beginning has been made; and now that special sanction for the establishment of 10 girls' schools has been given by the Government of India, I hope that a further movement will be found possible. Mr. Goulding has already taken judicious steps towards finding a supply of mistresses, in the establishment of a sort of normal class at Pokur. He describes what has been done, as follows:—

"The reputed sanctity of Pokur attracts many young widows to pass their days there in dreamy indolence, or in the discharge of servile offices for the many votaries who crowd there to perform their ablutions. The invitation to them to qualify for higher duties has been accepted with an alacrity that shows how gratifying is the prospect of independent means and a useful career. My acknowledgments are due to Pundit Sheo Narain for the tact and judgment he has displayed in conducting this delicate matter to its present stage;

and I have not the smallest doubt that through his agency all the uneasiness the novelty of the measure may have excited will quickly vanish, and that we shall soon have a flourishing institution for the training of schoolmistresses. The widows' class contains at present 10 young women from respectable families, and the girls', 25 pupils, of whom 20 were examined by me—four only being capable of reading and explaining passages; the rest showing little more than a knowledge of the alphabet. At Bhanwata the girls' school numbers 16 pupils—many of them very interesting and sprightly children. They were examined by me in the presence of their parents, who displayed a lively interest in their progress, and appeared to be satisfied with the arrangements for their instruction. Several of the children read with remarkably clear pronunciation, and all preferred sewing materials to toys, as rewards for their progress."

103. *Kumaon and Gurhwal Circle.*—The following is Major Smyth's account of what has been done for female education in Gurhwal, and the experiment is being carefully conducted. The means at the inspector's command are 85 rupees per mensem, which I applied for during the year, and which is now a sanctioned expenditure. Major Smyth says:—

"104. There are at present 10 of these in Gurhwal, some of them very promising. I have inspected them all during the last three months. About 120 girls are receiving instruction. No great progress has been made, but about 12 can read and write. Two of these schools at Srinugur (one for the higher castes, the other for lower classes, Doomries, &c.) I have made over to the Gurhwal Mission. I am now opening a female school among the Milum Bhootiahs, and have engaged a pundit on eight rupees a month, and another man, a Bhootiah, on three rupees—the latter to teach the girls needlework and knitting. I hope to see this school in June, when I will report separately on it. I also hope to open a female school among the Byanse Bhootiahs, and have engaged the most influential man in Byanse to teach them."

105. The progress of female education in these provinces has, upon the whole, been satisfactory, except in the First Circle, where a falling-off has occurred which, the officer in charge does not account for. The order of the Government of India, F. D. (Resolution No. 861, 7th June 1866), prohibiting further direct expenditure upon girls' schools has prevented my increasing the estimates under this head, and consequently I did not expect to be able to report a large increase; and, as remarked by the Inspector of the Second Circle, many schools experimentally opened with a view of being afterwards placed on the regular list have been closed. Local support cannot as yet be expected from natives in such a matter; they are only just becoming alive to the fact that there are and can be schools, and it will take some time yet for them to regard them as a necessity.

"(5.)—NORMAL SCHOOLS.

"111. During the past year 88 students obtained *sanads*—19 of the first grade; second, 23; and third, 46.

"At present there are 90 studying in the school, of whom 38 are Mussulmans, 52 Hindoos. Since June, 14 have been struck off the rolls—3 free from sickness, 11 from idleness or general unfitness.

"112. In the general management of the school, the head master is, as far as I can judge, very successful. The school-house and the barracks are in good order, and wear the appearance of having been carefully looked after. The grounds are being planted with fruit and other trees, and in a year or two the place will be a very pretty one. Athletic games have already been begun, and the head master tells me the pupils would take to cricket if supplied with bats, balls, &c. For the next cold season I hope to be able to make the necessary arrangements, by laying down a piece of ground in the compound."

116. The Inspector's general remarks are as follows:—

"*The Agra Normal School.*—This is the first year of several important changes: the entrance and dismissal of half the pupils every six, instead of every twelve, months; the appointment of a new head master; with several other reforms which, leading to a state of transition from new to old methods, affect for a while the proficiency of a school.

"117. The results of my examination for *sanads* in December last, though better than that in June previous, was still low. Only *one* first Tahsili *sanad* could be given, and 30 out of 58 got no *sanads*, but only certificates. The chief subjects of failure were not only in Urdu, English, Algebra, and Geometry, but also in the simpler exercises of correct Writing from dictation, in Arithmetic, and in the written explanations of the meaning and contents of parts of their Class-books. A rather interesting examination of their ability to teach showed results not always favourable to those who had been teachers before, nor even to those whose knowledge of the subject was best, but to a natural aptitude or pedantic spirit."

"118. *Normal Schools in Ajmere, Almorah, and Etawah.*—The normal class at Ajmere seems to have been rendered somewhat unnecessary by the possibility of getting teachers from Agra, recently manifested. The class contained 14 youths, some of whom lived on the

the school premises. Mr. Goulding is of opinion that it will still be useful for the supply of pupil teachers."

119. Of the *Almorah School*, Major Smyth says:—"This is now (and has always been) in a very satisfactory state, and deservedly popular, and this reflects great credit on the teacher, Nunnoo Mul." The expenditure on this school admits of the maintenance of only four pupil teachers, at four rupees; but the Inspector hopes to add to his resources by the transference of a sum now spent at Srinagur, without direct appeal to the Government.

120. The normal classes held in the Etawah School have relieved the Agra School of many students from Bundelkhund. There were 41 in all, of whom 11 came from Etawah, nine from Humeerpore, 15 from Cawnpore, from Jhansie, and six from Jaloun.

121. *The Female Normal Schools* at Agra and Futtehpore are doing their work quietly and well, in the opinion of the Inspectors.

123. Of that in the Third Circle, Mr. Griffith says:—"The little experimental normal school for women established last year in the Futtehpore district is going on satisfactorily. This year two teachers have been employed from this institution. Measures have been taken to remove it to Benares, with a view to extend its operations."

SECTION IV.—PRIVATE SCHOOLS UNDER INSPECTION.

124. SUMMARY.

DESCRIPTION.	Number.	Number on Rolls.	Average Daily Attendance.	EXPENSE. Imperial.	EXPENSE. Local.
				Rs. a. p.	*Rs. a. p.*
Colleges	4	1,275	1,100	18,455 4 –	43,852 11 5
Schools, Higher Class					
Ditto, Middle ditto	21	11,456	9,534	85,548 – 7	92,714 11 4
Ditto, Lower (Aided)	47	3,269	2,574	14,883 – –	16,012 5 11
Ditto, Ditto (Unaided)	5,011	58,168	51,391	1,142 4 2	2,38,848 8 9
Female Schools	8	2,239	1,922	14,465 – –	18,119 15 3
Normal - ditto	2	87	77	2,475 – –	6,658 3 10
TOTAL	5,313	76,494	66,598	1,36,968 8 9	4,16,206 8 6

In 1865-66 the expenditure on schools under this section was — Imperial, *Rs.* 1,26,628. 11. 2.; Local, *Rs.* 5,07,850. 11. 11.

126. With reference to the general condition of these schools, I quote the following from my letter, No. 210, dated 25th April 1867, which recommended the renewal of the grants:—"All the schools, with one exception, have been examined during the year by the Inspectors or Assistant Inspectors, and I have myself inspected schools where a particular inquiry into progress or management seemed necessary; and among such cases I may mention the American Methodist Episcopalian Mission schools at Shahjehanpore, and the American Presbyterian Mission school at Mynpoori, the grants to which were temporarily curtailed or suspended. The Inspector's Reports on which this kind of action was taken were objected to as unfair by the managing bodies; but I have satisfied myself that the state of these schools was beyond all question deserving of condemnation, and the measures taken have already produced good results. I am happy to say that, during the year now passed (1866–67), the state of the aided schools has been almost universally one of sound progress and improvement. The only exceptions to this are some of the American Methodist Episcopalian Mission schools in Moradabad and Bijnour."

127. There are *three* institutions only among them which send up as yet candidates for the Calcutta University Entrance Examination. Their names, and the results of the examination for 1866, are given in the marginal schedule, whence it appears that, of 19 candidates, seven passed, of whom one was in the first division, three in the second, and two in the third.

SCHOOLS.	Number of Candidates.	PASSED. Division 1.	Division 2.	Division 3.	TOTAL.
St. John's College, Agra	6	1	2	–	3
Jay Narain's College, Benares	4	–	–	1	1
Victoria College, Agra	9	–	1	1	2
TOTAL	19	1	3	2	6

Section V.—Scholarships.

131. The allotment of scholarships for 1867 was sanctioned to the extent noted in the margin—a column showing last year's figures being inserted for comparison. This allotment of scholarships is an expressive index of the relative tuitional strength and popularity of the institutions under examination—the awards being made solely and entirely on the per-centage of marks gained in an examination simultaneously conducted, without respect of college;—that is, a boy at Ajmere who gains 50 per cent. of the marks is entitled to the same scholarship as a boy at Benares in the same class, who gains the same per-centage. From the above schedule it will be remarked that the success of the Agra College during 1866 (scholarships for 1867 representing work done in 1866) is far beyond what it was in 1865. Bareilly College shows a falling off, and Ajmere likewise.

	1866.	1867.
Agra College	1,788	3,264
Bareilly ditto	3,564	2,568
Benares ditto	4,512	5,532
Ditto, Sanskrit and Anglo-Sanskrit Department.	2,664	2,616
Ajmere School	1,368	1,212
Etawah ditto	480	528
Aided Colleges	1,008	624
Special Prizes	151	209
Total	15,535	16,553

132. The amount recommended for disbursement in the form of scholarships of three rupees to students from Tahsili schools who pursue their studies at one of the colleges is 4,644 rupees for the year 1867, as per marginal statement, which also shows the corresponding allotment in 1866. This, added to the total of the marginal exhibit in the preceding paragraph, makes the total scholarship assignment in 1867, 21,197 rupees.

	1866.	1867.
I Circle	33	33
II Circle	43	42
III Circle	28 at *Rs.* 3.	33 at *Rs.* 3.
Kumaon Circle	9	10
Ajmere	10	11
Total	*Rs.* 369	*Rs.* 387.

133. In allotting scholarships to the students of the colleges, the only guide is the result of the Calcutta University and the Departmental Examinations. The Syndicate of the Calcutta University pass students who gain over 30 per cent. of the full marks. I have taken the higher average of 35 per cent. as qualifying for a pass in the department examinations; that is, as qualifying to hold, or continue holding, a scholarship. The following extract from my letter, No. 1,605, dated 18th February 1867, to your address, is inserted here as explanatory of the general system of award under this head:—

"134. The allotment of scholarships to students in the upper institutions is determined solely by merit, after a paper examination, held early in December, to conduct which a Board of Examiners is appointed by his Honor. This Board consists of examiners in English, in mathematics, in history, geography and moral philosophy, and in Oriental tongues, according to the course of study prescribed by the Calcutta University. This examination is uniform for all the colleges and collegiate schools, and a report, with lists of marks, &c., is submitted to me by each examiner; and these lists form the basis of allotments of scholarships for the year succeeding that under report. It will thus be seen that the comparative progress of the schools is easily ascertained, according to one definite standard of excellence, viz., that prescribed by the Calcutta University in its selections of subjects; and inasmuch as the allotment of scholarships is made solely with reference to the marks gained, no matter where the student is studying, it follows that the amount given to each institution as a whole is in some sort an index to the comparative success of its tuition.

"135. In the allotment of scholarships for last year (1866), no single student received a scholarship who had not gained upwards of 40 per cent. on the total in all subjects, and decided failure in any one subject caused the rejection of the claims of students otherwise distinguished."

Section VI.—Employment of Students.

137. The following schedule is an analysis of the amalgamated statement prepared in your office of persons employed for the first time in 1866 by the Government of the North Western Provinces, as concerns Natives only:—

Departments.	Total No. of Natives Appointed.	Educated			Per-centage of Natives Privately Educated.	Average Monthly Value of Appointment.
		At Government Schools.	At Mission Schools.	Privately.		
						Rs.
Judicial	9	3	4	2	22	20
Revenue	31	5	2	24	77	21
Public Works	24	21	2	1	4	27
Police	24	7	1	16	66	26
Jail	11	7	3	1	9	26
Education	31	28	3	- -	- -	22
Total	130	71	15	44	33	

138. I remark upon this as follows:—

(1.) Of the 130 Natives employed, 92 are Hindu and 38 Mussulman—*i. e.*, 70 per cent. Hindu to 30 per cent. Mussulman nearly. Mr. Plowden's report on the Census of 1865 gives one-seventh only as the proportion of the Mahomedan population of the North Western Provinces. The inference is that, in proportion to their numbers, twice as many Mahomedans as Hindus entered the service of the Government in 1866.

(2.) In 1866, of 130 Natives [illegible] rather more than 66 per cent. were educated at Government or aided [illegible] 1865, of 102 Natives employed, about 42 per cent. only were educated; I have therefore to record what I cannot but consider an improvement in the distribution of patronage. Nevertheless, the fact that 77 per cent. of [illegible] appointed in the Revenue Department were privately educated—in [illegible] that the preference has been given in that department to Natives ed[illegible]—calls for explanation, and should, I am of opinion, be noticed as [illegible] contrasting with the practice found possible in other branches of the service.*

Section VII.—The Study of English.

139. My remarks under this section should, I conceive, be confined to a report as to how far the study of English has progressed during the year. This must, for some time to come, be estimated chiefly by the number of schools and scholars, and, as to standard of attainment, by the number of persons who pass the Entrance examination of the Calcutta University. The annexed Table gives these numbers with all possible correctness, as far as the Government schools and Aided Private and Anglo-vernacular schools are concerned.

—	No. of Schools.	No. of Students of English.	No. who Matriculated C. U.
1865–66 - -	122	9,757	34
1866–67 - -	184	13,355	35

Section VIII.—Books.

141. The following is a list of the books sanctioned for printing and purchase in the year, viz., 1,37,702 copies, at a cost of 17,011 rupees only:—

Number.	Name of Book.	Number of Copies.	Cost.		
			Rs.	*a.*	*p.*
1	Ainah Tarikh Numa (Part I.) - - - -	5,000	1,192	15	–
2	First Geography - - - - - -	500	40	5	–
3	Map of Cawnpore District - - - - -	500	119	5	6
4	Ditto Etawah District - - - - -	500	132	12	3
5	Risalah Qawaid Farsai - - - - -	5,000	1,226	9	9
6	History of Hindustan - - - - -	2,000	523	9	7
7	Raisalah Qawaid-i-Urdu (Part IV.) - - -	1,000	325	12	2
8	Vidyankoor - - - - - - - -	10,000	1,219	13	9
9	Sufurtool Masadur - - - - - - -	5,000	334	3	9
10	Kshaitra Chundrika (Part I.) - - - -	10,000	502	12	9
11	Quissah Soorujpore (Part II.) - - - -	1,000	56	8	6
12	28 Pictures of Animals, each - - - -	1,000	467	4	–
13	Grade Lesson Book (Part I.) - - - -	2,000	375	–	–
14	Ditto - ditto - (Part II.) - - - -	2,000	583	5	4
15	Ditto - ditto - (Part III.) - - - -	1,000	291	10	8
16	Mubadi-ul-Hisab (Part IV.) - - - -	5,000	491	4	–
17	Map of India - - - - - - - -	500	51	–	–
18	Muntakhibat-i-Urdu (Part III.) - - - -	2,000	141	5	–
19	Readings in English Poetry (1st Series) - -	2,000	109	3	9
20	Ganit Prakash (Part I.) - - - - -	10,000	1,220	10	–
21	Natijah Tahrir Uklaidus (Part I.) - - -	363	113	7	–
22	Ditto - ditto - (Part II.) - - -	273	34	2	–
23	Cooly Nama - - - - - - - -	2,000	288	13	9
24	Qawaid Zaban Angrezi - - - - -	100	225	–	–
25	Hitopdesh - - - - - - - -	100	180	–	–
26	Minhaj-ut-Talim - - - - - - -	1,000	250	–	–

* Since writing the above, I have been addressed by the Sudder Board of Revenue (28th May) on this subject. It is the wish of the Board to encourage young men trained in Government schools as far as practicable; and they suggest in their Annual Report (paragraph 135) that, not only may a system of examination be managed by the Educational Department, but that the studies of the schools be brought into closer adaptation with the requirements of the service.

Number.	Name of Book.	Number of Copies.	Cost.
			Rs. *a.* *p.*
27	History of Rohilkhund, in Urdu - - - -	1,000	312 8 –
28	Itihas Timur Nasak (Part I.) - - - -	10,000	1,368 2 1
29	Chota Bhogol Hastamalak - - - -	5,000	374 14 4
30	Gyan Chalisi - - - - -	5,000	92 4 7
31	Soorajpore-ki-Kahani - - - -	1,000	52 6 2
32	Chota Jam Jahan Numa - - - -	3,000	337 – 6
33	English Primer - - - - - - -	0,000	627 8 8
34	Bhasha Chandroday - - - - -	[illegible]	833 5 4
35	Risalah Gai Chougan Angrezi - - - -		127 9 –
36	Akhlaq-i-Nasri, in Persian - - - - -		102 – –
37	Howard's Rudimentary English Grammar - -		375 4 6
38	Risalah Qawaid-i-Urdu (Part I.) - - -	5,000	234 6 –
39	Joografia Alum (Part I.) - - - - -	2,000	193 1 8
40	History of Hindustan (Part I.) - - - -	3,000	800 – 3
41	Hitopdesh - - - - - - - -	2,000	185 – 4
42	Political Economy - - - - - -	133	299 4 –
43	Treatise on Farming - - - - -	133	192 8 –
		1,37,702	17,011 – 11

142. Book sales by the curator, Dr. Walker, through indents made by the Inspection Department, are registered below:—

1,62,609 copies; value, *Rs.* 23,170. 9. 1.

The corresponding table for 1865-66 gave the number of copies as 1,97,230, and the value as 27,782 rupees odd. This year the sales extended over 11 months only. It is curious to remark as regards the general transactions of the depôt, that 64,483 rupees odd is the total of sales effected in 1866-67, according to Dr. Walker's Report, while for the 12 months of 1865-66 the transactions amounted to 57,196 odd only.

Conclusion.

143. I feel justified, after a careful review of events and facts, in regarding the year under review as not only one of progress, but of preparation for considerable future advancements, among the upper institutions, the success of the Benares College and the Ajmere Collegiate School, standing as it were on the extremes in point of intellectual and social advancement of the provinces, is most satisfactory. Middle class schools, which have been created by the desire of learning English generally expressed, have been well attended, and show signs of being permanently useful, especially at *sadr* stations, where they will in future assume the status and character of zillah schools. Schools of the lower class have maintained their influence, and there is no falling-off in attendance, or any dimunition in vigour. Female schools have done well upon the whole, and present an encouraging prospect of creating positive good, however small may be the area to which financial considerations necessarily restrict them. And, lastly, the hope of creating more local and personal interest in the schools generally has dawned in the establishment of a system of District Committees.

EXTRACTS from the Report of the Director of Public Instruction in the Punjab and its Dependencies, 1866-67.

Expenditure from Imperial Revenue during 1866-67.

2. The total expenditure on education for the year 1866-67 has been 5,62,656 rupees, which is high compared with 4,48,070 rupees during the previous year; but shows that nearly 30,000 rupees less than the Budget grant were spent, which saving lapsed, as usual, to Government. Two-thirds of this saving occurred in the grant-in-aid assignment, and the remainder on salaries of fixed appointments while vacant. The former arose chiefly from grants due to the Henry Lawrence Memorial Asylum not having been drawn during 1866-67, on account of uncertainty as to the amounts that could be claimed by that institution, as the point which was referred to Government was not finally decided till quite towards the close of the year.

7. The

7. The distribution of the actual expenditure on education during 1866-67, under the three main heads prescribed by the Supreme Government, is shown below :— General distribution of expenditure.

Charges.	Expenditure. From Imperial Revenue.	Expenditure. From Local Funds.
	Rs.	*Rs.*
Direction and its Subsidiar[illegible]rges -	23,068	—
Inspection and - - ditt[illegible] - - -	[illegible]6,951	11,413
Instruction - - - [illegible] - - -	3[illegible]2,635	2,73,434
[illegible] - - *Rs.*	5,6[illegible]654	2,84,847 (*b*)

N.B.—(*b*) [illegible] educational cess + 34,034 from other sources.

Of the above charges for direction, 58,518 rupees were spent on publishing and purchasing books for the book depôt, which repaid 46,500 into the Lahore Treasury, and 16,368 in patronage of literature, instead of some 5,000 rupees only as in the previous year; so that the charges more strictly belonging to direction have been only 48,182 rupees as compared with 51,289 — 5,000 = 46,289 rupees during 1865-66.

8. The comparative abstract of the general and financial statistics is appended in the usual tabular form. I have not included indigenous vernacular schools, as the attempt to collect statistics regarding them has only been made for the first time during 1866-67, and I have not much confidence in the accuracy of the statistics obtained. Abstract of General and Financial Statistics.

	Number of Institutions.	Number of Scholars on the Rolls at the Close of 1866-67.	Number of Scholars Attending Day on an Average during 1866-67.	Aggregate Expenditure from all Sources.	Chargeable to Imperial Revenue.	Chargeable to Educational Cess Fund.	Annual Cost of Educating each Pupil. Total Cost.	Annual Cost of Educating each Pupil. Cost to Government.
				Rs.	*Rs.*	*Rs.*	*Rs. a. p.*	*Rs. a. p.*
1. Government Colleges	1865-66: 2	36	29	35,244	33,824	- -	1,215 5 1	1,166 5 7
	1866-67: 2	31	26	31,154	37,558	- -	1,467 7 8	1,444 9 -
2. Government Zillah Schools	1865-66: 24	8,140	6,610	1,51,683	1,21,788	7,658	22 15 1	18 6 9
	1866-67: 24	7,922	6,753	1,57,281	1,24,884	8,523	23 4 7	18 7 9
3. Government Town Schools	1865-66: 71	6,999	5,852	32,004	19,924	10,750	5 7 6	3 6 5
	1866-67: 82	8,598	7,184	38,202	21,566	15,125	5 5 1	3 - -
4. Government Village Schools	1865-66: 1,746	55,593	45,073	1,71,366	22,724	1,43,977	3 12 9	- 10 3
	1866-67: 1,660	53,757	45,298	1,61,698	24,712	1,39,326	3 11 11	- 8 9
5. Government Female Schools	1865-66: 333	6,834	5,363	24,181	10,487	13,619	4 8 1	- 1 5
	1866-67: 296	6,198	5,534	21,901	8,865	13,035	3 15 4	1 9 8
6. Government Jail Schools	1865-66: 22	4,780	4,385	2,786	150	13	- 9 7	- - 6
	1866-67: 22	4,690	4,315	2,682	299	11	- 9 11	- 1 1
Aided Colleges	1865-66: 1	15	12	4,200	447	- -	350 - -	37 4 5
	1866-67: 1	10	11	7,840	5,546	- -	667 5 8	458 12 4
8. Aided Superior Schools	1865-66: 18	5,297	4,061	1,33,668	54,363	- -	32 14 7	13 13 7
	1866-67: 21	4,701	4,006	1,14,610	52,847	- -	27 12 -	12 - 1
9. Aided Middle Class Schools	1865-66: 52	1,515	1,267	30,900	14,087	- -	24 6 2	11 1 10
	1866-67: 73	1,692	1,289	42,604	18,775	- -	14 3 11	6 2 8
10. Aided Lower Class Schools	1865-66: 3	108	84	582	319	- -	6 14 1	3 12 8
	1866-67: 2	160	169	2,172	1,008	- -	6 15 -	8 - 1
11. Aided Female Schools	1865-66: 696	12,727	11,063	41,596	22,211	2,889	3 12 2	2 - -
	1866-67: 651	14,243	11,698	58,123	45,308	- -	4 15 6	2 13 9
12. Government Normal Schools	1865-66: 7	294	269	31,427	15,287	16,071	116 13 3	56 13 3
	1866-67: 7	279	236	35,292	18,492	16,775	149 8 8	78 5 9
13. Aided Normal Schools	1865-66: 3	80	68	4,255	2,100	- -	62 9 3	3 14 1
	1866-67: 4	107	89	10,167	3,470	- -	114 3 10	37 8 6
14. Indigenous Schools	1865-66: —	—	—	—	—	—	—	—
	1866-67: - -	- -	- -	2,298	2,298	—	—	—
15. General Establishments	1865-66: - -	- -	- -	1,77,873	1,66,359	11,514	—	—
	1866-67: - -	- -	- -	2,01,432	1,90,019	11,413	—	—
16. Educational Buildings	1865-66: - -	- -	- -	25,000	- -	25,000	—	—
	1866-67: - -	- -	- -	46,602	- -	46,602	—	—
Totals	1865-66: 2,978	102,418	84,136	8,66,765	4,84,070	2,31,491	—	—
	1866-67: 2,845	102,388	86,608	9,49,058	5,62,647	2,50,810	—	—

Decrease of schools and scholars on the whole.

9. The general result shows a decrease in the whole number of schools connected with Government during the year of 133; but the decline in the number of scholars is only 30, while the daily average of attendance has positively improved by 2,472. The decrease of schools occurs chiefly among Government village schools both for males and females, and among aided female schools.

Detailed distribution of expenditure.

10. The aggregate expenditure from all sources continues to show a marked increase of 82,293 rupees beyond that of the previous year. The increase and decrease of cost in various kinds of schools will be observed at a glance from the table, and will be duly noticed hereafter, when I enter into details regarding each kind of schools. It is here only necessary to explain that the enhanced expenditure of 73,559 rupees on general establishments arises mainly from the larger amount spent on patronage of literature and on purchase of books, &c., for the Government Central Depôt, to which reference has been already made in paragraph 7. It should be noted, that 21,602 rupees more than in the previous year have been laid out on buildings. Out of the aggregate expenditure of 9,49,058 rupees, the Imperial Revenue supplied 5,62,647 rupees, and the Educational Cess Fund 2,50,810 rupees, leaving 1,35,601 rupees to represent the amount spent from purely private sources and other local funds. Of the last-named sum, 1,01,567 rupees went to support the several aided institutions, and 34,034 rupees towards the expenses of those under the direct management of Government. In the previous year of 1865–66, the amount noted as raised from private sources and other local funds was somewhat higher, viz., 151,204 rupees, of which 1,18,781 rupees were spent on aided, and 32,423 rupees on Government, institutions. It will thus be seen that the decrease of income and expenditure from private sources during 1866–67 happens only among aided institutions to the extent of 17,214 rupees. It will be satisfactory to Government to know that this decrease, too, is absolutely nominal, and arises solely from the accounts of the Henry Lawrence Memorial Asylum at Murree not having been received in time for incorporation in the annual statistics. (For the reason of this, *see* concluding clause of paragraph 2.) The average income and expenditure of that asylum may be set down at about 30,000 rupees.

Cost of education in different kinds of institutions. Colleges.

11. The annual cost of education per head in Government College still remains, I regret to say, exceptionally high; in fact, somewhat more than last year. This is owing to the difficulty of inducing matriculated students to enter, and of keeping them at college after they have entered, without liberal scholarships on which they can support themselves and families during the four years of college study. The final orders of the Supreme Government on the subject of college scholarships only allow of one-third of the number of students actually attending Punjab colleges receiving such Government scholarships. In the aided college, too, it will be seen that the annual cost of education per head has nearly doubled, though still far below that of the Government colleges.

Schools for general education.

12. There is scarcely any variation in the cost of education at Government schools of all classes, while among aided schools the trades have fallen somewhat, viz., in superior ones from 33 rupees nearly to *Rs.* 27. 12.; and in middle class ones from *Rs.* 24. 6. 2. to *Rs.* 14. 3. 11. For the causes of the difference of cost of education in the corresponding classes of Government and aided schools, reference may be made to paras. 11 and 13 of my last annual Report for 1865–66.

Normal schools.

13. The cost of education in normal schools has, I am sorry to observe, increased; viz., from 116 rupees in Government institutions to 149 rupees, and from 62 rupees to 114 rupees in private institutions; at the former institutions the increase is caused by the reduced average attendance of students during the year, and in the latter by the greatly enhanced amount of expenditure, although that is spread over a higher average of attendance.

Fees.

14. The following statement shows the collection of fees for the past five years, and a steady though moderate increase in the amount levied at zillah and town schools will be observed:—

Fees Levied at	1862–63.	1863–64.	1864–65.	1865–66.	1866–67.
	Rs.	*Rs.*	*Rs.*	*Rs.*	*Rs.*
Government Colleges	-	42	412	532	596
Government Zillah Schools	4,690	7,267	10,182	11,264	11,635
Government Town Schools	1,093	1,233	1,273	1,330	1,511
Government Village Schools	3,636	3,997	4,082	3,782	3,735
Total *Rs.*	9,419	12,539	15,949	16,908	17,477

Sections II. and III.—Government Colleges.

Statement of attendance, &c., at Government Colleges.

15. The tabular statement of attendance, &c., at Government colleges is as follows:—

	General Education.	
	Lahore.	Delhi.
Number of Institutions - - - -	1	1
Number on the [illegible]66-67 - -	12	19
Average daily attendance - - - - -	10	16
	Rs.	*Rs.*
Total Expenditure — From Imperial Revenue	18,244	19,314
Total Expenditure — From [illegible]cal Funds -	214	382

Statement of annual results of University Examination.

16. The prescribed statement of the results of the Calcutta University Examination for all educational institutions in the Punjab is subjoined:—

Years.	First Arts Examination.			Entrance Examination.		
	Number of Candidates.	Passed		Number of Candidates.	Passed	
		From Government Institutions.	From Private Institutions.		From Government Institutions.	From Private Institutions.
1861-62 - - - - -	- -	- -	- -	10	(*a*) 4	1
1862-63 - - - - -	- -	- -	- -	12	7	1
1863-64 - - - - -	- -	- -	- -	35	(*a*) 15	10
1864-65 - - - - -	- -	- -	- -	43	(*b*) 15	16
1865-66 - - - - -	20	5	5	75	(*a*) 15	8
1866-67 - - - - -	17	4	- -	81	18	4

(*a*) Including 1 schoolmaster. (*b*) Including 2 schoolmasters.

Details of above results for 1866-67.

17. I give details of the above results for the year under review, as usual:—

First Arts Examination, December 1866.

Names of Institutions.	Number of Candidates.	Passed in			Failed in				
		1st Division.	2nd Division.	3rd Division.	English.	2nd Language.	History.	Mathematics.	Mental and Moral Philosophy.
Government College, Lahore - - - - -	6	–	1	–	2	1	1	5	
Ditto - ditto - Delhi - - - - -	7*	–	1	2	–	–	2	2	–
College Department, American Presbyterian Mission School, Lahore - - - - -	4	–	–	–	3	2	2	4	2
Total - - -	17	–	2	2	5	3	5	11	3

* One absent.

Entrance Examination, December 1866.

Names of Institutions.	Number of	Passed in			Failed in			
		1st Division.	2nd Division.	3rd Division.	English.	2nd Language.	History and Geography.	Mathematics.
Government Zillah Schools:								
Delhi	17	–	5	1	10	–	5	6
Lahore	15	1	2	1	6	–	4	10
Umritsur	4	–	–	2	–	–	–	–
Goojerat	6	–	1	–	5	–	3	3
Goojranwalla	3	–	–	–	2	–	2	2
Mooltan	3	1	2	–	–	–	–	–
Private Aided Schools:								
St. Stephen's College, Delhi	7	–	1	–	6	2	1	3
Jullundur Mission School	5	–	–	–	5	–	–	4
Lahore – – ditto	6		1	–	5	–	4	4
Umritsur – – ditto	4		1	–	3	–	–	2
Umballa – – ditto	3	–	–	–	3	–	3	3
University School, Lahore	2	–	–	–	2	–	2	2
Bishop's School, Simla	4*	–	1	–	–	–	1	2
Teachers	2	–	–	–	Not known.			
Total	81	2	16	4	47	2	25	41

* One absent.

New rule introduced at the Calcutta University Examinations for Entrance and First Arts, dividing the successful candidates into three instead of two divisions.

18. At the Calcutta University Examinations for entrance and First Arts of December last, a new rule came in force by which successful candidates were divided into three instead of two divisions; at least one-half of the maximum of marks being required for a place in the first division, two-fifths for the second, and one-third for the third. The rule insisting on each successful candidate gaining at least one-third of the maximum in each of the two languages at both examinations, of one-third in mathematics for First Arts, and of one-fourth in all other subjects for both examinations, is still strictly observed.

Review of results of First Examination in Arts held December 1866.

19. Of seven candidates from the Punjab for the First Arts Examination, only two passed in the second, and two in the third division. This is rather below the average, as about one in three out of all the candidates who appeared at that examination proved successful. The Delhi Government College, however, did very well, passing three out of seven, although one of the latter number was absent from sickness at the time of examination. The chief failures, it will be seen, were in Mathematics—no less than 11. English and History each added five more to the failures, and Mental and Moral Science also, and the second language, *i. e.* Arabic, three each.

Review of results of Entrance Examination of the Calcutta University held December 1866.

20. There were 81 candidates for Matriculation, but only 22 passed; two in the first, 16 in the second, and four in the third division. As on an average of the whole of the candidates who appeared at this examination, nearly one-half were successful, the result as regards Punjab scholars must be considered decidedly unsatisfactory. The Delhi and Lahore zillah schools, in connection with the Government colleges at those places, passed six and four respectively; Umritsur the whole four that it sent up, and Mooltan three, one of whom was in the first division. The Goojerat zillah school, with the three Mission schools at Delhi, Lahore and Umritsur, and the Bishop's school at Jutogh, each passed one. The chief failures were in English and Mathematics: viz., 47 in the former, and 41 in the latter; while in Geography there were 25, and in the second language, *i. e.* Urdu, only two.

Lahore Government College.

Principal—G. W. Leitner, M.A., PH. D.
Professor of Mathematics—W. H. Crank.
Assistant Professor of Arabic—Moulavi Alamdar Hosen.

Lahore Government College; its Educational Staff.

21. During the year under review Dr. Leitner, the principal, was deputed, at the instance of the Bengal Asiatic Society, to prosecute some philological inquiries into the languages spoken on the northern frontiers of Cashmere.

Dr. Leitner, the Principal, was only engaged in College work for about two months.

23. The number of students was 12, classified as follows:—first year five; second, four; third one, and fourth none. The average daily attendance throughout the year has been 10, and the cost of education per head has fallen from 2,351 rupees to 1,846 rupees.

Its attendance, classification, &c.

24. The zillah school maintains a status creditable to Messrs. Beddy and Thompson, the head and second masters, whose services are still employed to a large extent in the college. The number of scholars on the rolls has increased from 120 to 150, and the upper classes are well filled, there being 14 in the first, 10 in the second, 13 in the third, and 19 in the fourth. Forty-seven boys have been promoted into these four upper classes during the year. The numbers on the registers of the branch schools have declined from 566 to 488, principally, I believe, owing to other schools of the same stamp being started by one or more bodies of European and Native gentlemen, who have formed or are forming what is called the Lahore University, or Anjuman, or society for diffusing useful knowledge.

Its zillah school and branches attached.

Delhi Government College.

Principal—E. Willmot, B.A.
Professor—Vacant.
Assistant Professor of Arabic—Moulavi-Zia-uddeen.

Delhi Government College; its educational staff.

27. The number of students in the Delhi College at the close of the year has fallen from 24 to 19, who are classified thus,—first year 6; second 8; third 3, and fourth year 2. The average daily attendance has been 16. Owing to this decline in attendance, the annual cost of education per head has risen from 732 rupees to 1,231 rupees.

Delhi College: attendance, classification, &c.

28. The zillah school flourishes as steadily as ever, containing no less than 421 boys, of whom as many as 269 are in the six upper classes. The first contains 31; second 28; third 29, and fourth 37. The branch schools are also admirably fulfilling their purpose of giving elementary instruction, and relieving the zillah school of the humble task of teaching little boys their A, B, C. They contain 858 scholars, and some of them teach up to the seventh class. Towards the close of the year, arrangements were made for the further extension and improvement of these schools by means of the grant-in-aid system.

Delhi zillah school and branches attached.

29. Both of the colleges have suffered for want of a sufficient number of scholarships for the students. The Supreme Government has ruled that Government scholarships shall only be given (at the rates allowed in Bengal, viz., 27 to 32 rupees per mensem for senior scholars who have passed the First Arts Examination, and 10 to 15 rupees per mensem for juniors who have only matriculated) to one-third of the number of students actually attending Punjab colleges. The mass of our students are poor, and burdened at an early age with family expenses. They have no difficulty, with their general attainments and knowledge of English, in finding employment, so that scarcely any but those who gain the few Government scholarships offered will continue their studies in college. I have already pointed out in several communications to Government that the Punjab colleges are placed in an infinitely worse position in respect of scholarships than those in other presidencies, and I refrain from entering further into the subject here. The only remedy left is to raise funds for giving private scholarships in the colleges; but as an appeal lately made throughout the Punjab at the Honourable the Lieutenant Governor's suggestion met with no encouraging response, it is difficult to see how the requisite funds are to be procured; but I hope to raise them somehow.

Want of a sufficient number of Government scholarships, the first great drawback to the success of the Government colleges.

30. The other drawback to the success of the Government colleges in the Punjab is the want of a second European Professor in each. The appointments were promised when the colleges were first established three and a half years ago, but they have not yet been finally sanctioned. The last orders on the subject received from the Supreme Government ruled that the appointment of a second European Professor could not be made until there were four college classes. Since January last four classes have existed in each college; and although the number of students in some of the classes is small, yet each class, however small, requires separate tuition by European Professors, in from four to six distinct subjects of study. It is clearly impossible that the work of each college can be done by the Principal and only one European Professor.

Want of a second European Professor, the other great drawback to the success of the Government colleges.

31. In both colleges, and the zillah schools attached to them, English games and athletic sports occupy a good deal of attention during the cold season; and much credit is due, as before,

Sports and games at both colleges.

before, to Mr. Thompson at Lahore, and Mr. Doran at Delhi, for the trouble they take to keep up a spirit of emulation in manly exercises among their scholars.

Societies for debating and essay writing at an end.

32. The societies for debating and essay writing at the two colleges are, I may say, practically at an end, and I doubt if college students will ever be able to find time for anything more than occasional essay writing, and that only in their third and fourth years, in addition to their ordinary studies, until after they have passed their B. A. examinations.

Half-yearly examinations of colleges.

33. As no funds could be obtained for paying independent examiners during the year under review, the usual half-yearly examinations of the colleges were necessarily conducted by the Principals and Professors and myself, the subjects being generally allotted to each; but as far as possible a different subject on each of the two occasions. The results of these examinations were fully reported at the Government. They were, generally speaking, fair, and in some cases decidedly creditable to Delhi College.

Section IV.—Government Schools.

A.—Government Zillah Schools.

Zillah schools: general statistics, &c.

36. The number of zillah schools continues at 24, and the number of scholars has fallen slightly from 8,140 to 7,922; but the daily average attendance is somewhat better than before, being 6,753 instead of 6,610, and the number learning English is also a little higher, being 6,070 instead of 6,022. The proportion of Hindus to Mahomedans is almost unchanged, being 5,768 to 1,793. There is a healthy increase in the amount of fees levied, viz., 11,636 rupees, as compared with 11,264 rupees in the previous year. The annual cost of education per head has risen by a few annas only, being now a little over instead of a little under 23 rupees.

Closing of branches of zillah schools for want of funds, and their conversion, as far as possible, into aided schools.

37. It has been necessary at some places, through the insufficiency of the Government assignment, to close one or more of the branches of zillah schools, or to convert them into aided schools wherever local funds could be obtained towards their support. This has naturally produced a diminution in the attendance of these schools, which is likely to continue. For our efforts are now directed to the raising of local funds with a view to the conversion of as many branches as possible into aided schools, so that more of the Government assignment may be set free for improving the main zillah schools themselves.

Services of Local Committees of Public Instruction.

38. The interest taken by Local Committees of Public Instruction in the zillah schools varies considerably at different places, from utter apathy to an intelligent and conscientious regard for their welfare.

Additional funds for zillah schools applied for; Supreme Government ruled that as average cost of each school already exceeded 3,003 rupees per annum, additional funds must be obtained from fees or other local sources.

40. I have pointed out during the year the very large numbers attending our zillah schools, and the very low rate of education per head in comparison with other presidencies, and have asked for an increase of 2,000 rupees per mensem to the Government assignment for those schools, in order to provide additional and more qualified masters, urgently required to place many of these schools on an efficient footing. The Government assignment for normal schools was fixed a year or two ago on the above considerations, but they are apparently not held applicable to the question of the proper cost of zillah schools; for it has been definitely ruled by the Supreme Government, that as the average annual cost to Government of a zillah school in Bengal is 3,000 rupees, that shall be the average limit of Government expenditure on each school of the kind in the Punjab; and that as that limit is already exceeded, the cost of improving the existing zillah schools, and of establishing new ones (there are only 24 to 32 districts, though one in each district is the limit fixed by the Secretary of State), must be defrayed from fees and other local sources.

Increased rate of fees at zillah schools introduced at close of year.

41. The Honourable the Lieutenant Governor accordingly ordered such moderate increase in the rate of fees to be introduced as would effect these objects. The rate of fees has therefore been increased by one-half more everywhere, and in some cases it has been doubled. The new rate came into effect only at the close of the year, and will no doubt show a much larger collection of fees in my next annual report; but when less than 12,000 rupees have hitherto been raised during the year in fees at these schools, it is hopeless to suppose that 24,000 rupees extra can be raised under the new rate during 1867-68, which is the additional sum required to render the schools efficient. Much less can a still larger sum be expected from that source, sufficient to bear the cost of opening new schools, and bringing their number up to the full complement of one for each district.

Trusts to assistance from municipal funds, backed by equivalent grants-in-aid from Government to carry out the requisite improvement and extension of zillah schools.

42. Under late rules issued by the Honourable the Lieutenant Governor for the organisation of Municipal Committees at all large towns in the Punjab, educational officers have been appointed members, and the attention of those committees has been expressly called to the provision of the Act under which municipal funds can be legitimately applied to educational among other objects. It has also been ruled by the Supreme Government lately, that grants from local funds of any kind whatever, so long as they are voluntarily made, are eligible for a corresponding grant-in-aid from Government. I look now, therefore, to the assistance we may obtain from municipal funds, backed by an equivalent grant-in-aid from Government, to carry out the necessary measures involving extra expenditure for the improvement and extension of zillah schools.

B.—Government Town Schools.

General statistics.

46. The number of townschools is entered in the returns as 82 instead of 71; but it would seem from Inspector's reports that some of the schools promoted from the village grade do not by any means strictly fulfil the conditions necessary for such promotion, so that much stress cannot be placed on the mere increase of the number of schools noted above, nor on the corresponding increase of scholars from 6,999 to 8,598, and of daily attendance from 5,852 to 7,184. There are also 1,420 boys learning English in place of 1,107 only. There are 5,702 Hindus, 2,[illegible] Mahomedans, and 564 Sikhs, so that there is no appreciable variation in the proportion of the different sects. The fees collected in the previous year were 1,[illegible] and in the year under review 1,511 rupees. The cost of education per head in schools is a trifle lower; viz., *Rs.* 5. 5. 1., of which 3 rupees only fall [illegible].

C.—Government Village Schools.

General statistics, &c.

48. The number of Government village schools has fallen from 1,746 to 1,660, in accordance with the policy, duly approved by Government, of weeding out all those which were badly attended and but little appreciated by the people, and of applying the saving of expenditure thus effected to raising the salaries of the most efficient and successful teachers that remained. The number of scholars on the rolls has decreased also from 55,593 to 53,757; but the daily average attendance is even better than before, being 45,298 to 45,073. The proportion of each sect among scholars remains almost unchanged, viz., 26,823 Hindus to 21,264 Mahomedans, and 5,670 Sikhs and others. Those studying Urdu number 45,275; Persian, 17,580; and Hindi, 7,705; besides 262 who are acquiring the elements of English. The collection of fees amounted to 3,735 rupees, as compared with 3,782 rupees in the previous year. The annual cost of education per head is a trifle lower than before, viz., *Rs.* 3. 11. 11, of which only 8*a.* 9*p.* falls upon Government.

Educational buildings erected and repaired during 1866–67.

50. 46,602 rupees have been spent altogether on school buildings during 1866–67. Of this, 14,200 rupees were sanctioned for repairs of existing buildings, and out of the balance of *Rs.* 32,402. 4. town and two village school houses were erected at a cost of 5,445 rupees, while the balance was applied to the purchase of several Nuzool buildings used for educational purposes, and which have now permanently become the property of the department.

New arrangements introduced into the Dera Ghazi Khan district for the improvement and extension of Education.

51. I must here notice a new arrangement that is being introduced, with the sanction of the Supreme Government, in the Dera Ghazi Khan district, for the improvement and extension of all middle class and inferior schools, 4,180 rupees per annum having been raised from private sources, viz.:—

	Rs.
From the Municipal Funds of the districts - - -	1,500
Increase to octroi of Dera Ghazi Khan - - - -	500
Additional half per cent. on Land Tax of district - -	1,600
Contributions from chiefs of Rajanpore Subdivision - -	320
Further additional half per cent. on Land Tax of Subdivision - - - - - - - - - - -	260
Total - - - *Rs.*	4,180

Government has given a grant in aid of 2,688 rupees for the year, or 224 rupees to begin with. The ordinary assignment from the educational cess fund for support of vernacular schools is to be amalgamated with the above sums, and the whole to form a fund under the Deputy Commissioner's immediate management for the maintenance of schools generally throughout the district of a lower grade than the zillah school. With the increased amount thus available, it is intended to open an elementary English school at Rajanpore; to raise the salaries of teachers, particularly at the best vernacular schools, and so secure the services of really competent teachers even for village schools; and to carry out such other measures as may appear to the educational and civil officers most calculated to render education popular and efficient. The amount available from the educational cess fund is fixed and invariable, but that raised from local sources will, it is hoped, in time become larger, and in time the Government grant-in-aid will also be proportionally augmented; and thus as the requirements of the schools naturally increase with the expansion of education, so will the pecuniary means of meeting them probably become to a larger extent available. To Lieutenant Wace and Captain Minchin is due the organisation of this scheme, which certainly promises well and might advantageously be applied to other districts. I trust this brief notice may induce deputy commissioners generally to turn their attention to this, or some other means of raising funds from private sources, to be supplemented by Government grants-in-aid, and the whole to be applied along with the usual assignment from the educational cess fund, to the improvement and extension of schools under their management below the grade of a zillah school.

D.—Government Female Schools.

General statistics, &c.

52. The number of these has fallen from 333 to 296, chiefly in consequence of a ruling of the Supreme Government, that the annual assignment from Imperial revenue for female schools under the direct management of district officers should only be applied to those in which the majority of scholars were non-agricultur[illegible]; that it should be limited to 10,000 rupees per annum, and should only continue[illegible] three years, *i. e.*, to close of 1867–68. At the end of that time the schools suppo[illegible] from this source must cease, unless arrangements can be made for carrying them[illegible]n future on the grant-in-aid principle. It was also ruled that the educational [illegible]nd can only legitimately be applied to the maintenance of female as of mal[illegible] primarily intended for and principally attended by the agricultural populatio[illegible]er of scholars on the registers has fallen also from 6,834 to 6,198; but the [illegible] is little higher than before, being 5,534 instead of 5,363. There are 4,413 [illegible] 1,764 Hindi, 921 Persian, and 110 the rudiments of English. The annu[illegible]ost of education per head has been reduced from *Rs.* 4. 8. 1. to *Rs.* 3. 15. 4.. of which *Rs.* 1. 9. 8. falls upon Government.

E.—Government Jail Schools.

General statistics, &c.

53. The number of these schools continues at 22; the number of prisoners under instruction has fallen a little to 4,690, and the average daily attendance has been about the same as usual, viz., 4,315. There are 4,398 learning Urdu, 284 Hindi, and 116 Persian. The preponderance of Mahomedans over the other sects, remarked in the last two annual reports, has still further declined, their numbers being 2,375 to 1,735 Hindus and 582 Sikhs and others.

Section V.—Private Institutions under Government Inspection.

Private college at Lahore.

55. The college department of the Lahore Mission School has suffered, like the Government ones, from want of a sufficient number of scholarships to induce students to stay through a long course of study, extending over four years from matriculation to B. A. degree, and also from secessions consequent on the conversion of one or two of the mission scholars at Lahore to Christianity during the year under review. Hence the number of college students at its close has fallen from 15 to 10, of whom four are in their fourth year; five in their second; and one in his first year. The annual cost of education per head is shown to be 667 rupees, of which 459 rupees fell upon Government. The only reason why this rate is lower than that obtaining in the Government colleges seems to be, that the service of the missionary gentlemen, who act as principal and professors to the college department of the Lahore Mission School, can be secured without remuneration, and a nominal charge only is made for them in the accounts of the institution.

Changes in regular monthly grants-in-aid.

56. The monthly expenditure on regular grants-in-aid made under Article V. of the Revised Code, which stood at *Rs.* 6,293. 8. in the previous year, has advanced to *Rs.* 10,785. 12. during the year under review. The net increase has therefore been *Rs.* 4,492. 4. per mensem.

Total expenditure on grants-in-aid, and corresponding expenditure from private sources in aided schools.

57. The total amount disbursed on grants-in-aid during 1866–67 has been 1,36,252 rupees, as compared with 93,258 rupees in the previous year. As stated in para. 57 of my last Annual Report, the utmost attention has been paid to securing strict conformity from managers of aided schools with the Revised Code of grants-in-aid regulations, and the apparent deficiency in the expenditure on such schools from private sources, viz., 1,01,562 rupees, as compared with the amount above noted of grants-in-aid disbursed, arises from certain schools receiving special grants, which are given without requiring an equal amount to be raised from private sources, and from some, like the Bishop's schools for children of European descent, being allowed to accumulate funds for endowment and building purposes.

A.—Private Schools of the Higher Class.

General statistics, &c.

58. Three new schools of this class have been added during the year under review; viz., Anglo-vernacular mission schools at Mooltan and Bunnoo, and a school for children of European descent, of both sexes, held at Murree during the summer, and at Rawul Pindee during the winter. This last is attended by such very young children that it will be more properly included among middle class schools in future. The whole number of the schools is therefore now 21, but the aggregate of scholars on the rolls has fallen from 5,297 to 4,701, and the average daily attendance from 4,061 to 4,006. There are 3,092 Hindu scholars to 1,271 Mahomedans, and 337 of other sects. The cost of education varies a good deal according to the nature of the school, those for children of European descent being naturally more expensive than the rest.

General progress, &c.

61. Only five of all these schools, which are considered as teaching up to the University entrance standard, had hitherto actually passed candidates for that examination; viz., the Mission

Mission schools at Lahore, Delhi, Umritsur, Jullundur, and Loodianah, but to them must now be added Bishop Cotton's school at Simla. For further evidence of progress among these schools, I must refer to the Inspector's reports and tabular statements appended to this report. I will merely say that, to the best of my judgment and belief, all are in their different localities doing the best they can to forward the cause of civilisation and enlightenment, and that the Government aid afforded them is judiciously applied.

[illegible].—Pr[illegible] Schools of the Middle Class.

62. The number of [illegible] increased from 52 to 73, of which 53 instead of 40 are now elementary [illegible] in connection with Government vernacular ones, but supported strictl[illegible]n-aid principle. The aggregate of boys on the rolls has risen from 1,51[illegible] whom 1,198 are Hindus, 420 Mahomedans, and 74 of other sects, and exclusive of Ang[illegible]-vernacular scholars, who have been already reckoned among those attending the Government vernacular schools, to which elementary English ones are attached. Including the latter, the average daily attendance comprises 197 purely English scholars, and 1,696 Anglo-vernacular, belonging to the elementary English, and 1,092 to the other schools of this class: or in all 2,985. On the whole, too, 3,022 are learning English, 2,187 Urdu, 1,325 Persian, and 371 Hindee. The remarks made in the preceding paragraph regarding the value of aided schools of the higher class in promoting the interests of education, are equally applicable in a minor degree to these middle class aided schools. General statistics, &c.

C.—Private Schools of the Lower Class.

63. The grants paid by Government to the Society for Diffusing Useful Knowledge at Lahore—(1) for vernacular lectures, and (2) for its library, have been entered under this head, as the object in both cases is, I believe, like that of lower class schools, to teach the masses through the medium of their own vernacular. There is besides one vernacular school at Loodianah. General statistics, &c.

64. In accordance with the wishes of the Honourable the Lieutenant Governor, an attempt has been made, during the year under review, to collect statistics of all indigenous schools in the Punjab. This has been done through district officers, as the inspecting agency of the Educational Department is far too limited to admit of their undertaking it. The district returns were directed to be sent to the Inspector by the beginning of October, so that, during his cold weather tour, he might be able to see such of the schools as would accept his invitation to come with neighbouring Government vernacular schools to his camp to be examined. The Inspector was requested to give rewards to such indigenous teachers and scholars as seemed to deserve commendation, and to endeavour, from such opportunities as he and his Deputy Inspector could get during their tours, to test, and, if necessary, revise, the district returns. As a rule, however, indigenous schoolmasters appear to have held aloof from the educational officers, and the Inspector and his Deputy can in practice do little or nothing towards testing and revising the returns. This remark is especially applicable to the formal Arabic and Sanscrit schools, in which religious studies alone are pursued, and the Koran and the Shastars are the main, if not the only, text books. The Persian schools, some of which are very good, seem more inclined than any others to accept Government aid and supervision, and it is hoped that the number of them which will seek Government grants under Article XIV. of the Revised Code, will increase from year to year: 2,298 rupees were laid out in grants of this description during the year under review. I have included all indigenous schools in Statement No. VI. C. private schools of the lower class, but I have omitted their statistics from the general statistics of education throughout the Punjab, and refrain recapitulating them here, because I have no means of satisfying myself of even their approximate accuracy. Statistics of indigenous schools collected, but are scarcely trustworthy.

D.—Private Female Schools.

65. The chief additions to this class of schools have been the Punjab Girls' School at Simla for children of European descent, 128 schools in the Sealkote, and 50 in the Khangra district managed by native committees under the guidance of the Deputy Commissioner; seven more, called the Lady Lawrence Girls' Schools in the city of Umritsur, and five others at Mooltan, the last 12 being in connection with the Church Mission at those stations. Six schools managed by a native committee under the Deputy Commissioner's guidance at Bunnoo have been closed, and those under a native committee at Umritsur, which were erroneously put down last year as 288 instead of 114, have now been correctly reduced to 116. The mistake only extended to the number of schools, and not to the number of scholars. On the whole, then, the number of private female schools has fallen from 696 to 651; but the names of scholars on the rolls have risen from General statistics, &c.

from 12,727 to 14,243, and the average daily attendance to a smaller extent, from 11,063 to 11,698; of these, 8,444 are Hindus, 5406 Mahomedans, and 393 of other sects. There are 147 learning English, 3,703 Persian, 3,662 Urdu, and 8,507 Hindi, including probably Goormookhi. The annual cost of education per head, viz., 313 rupees, is higher at the Punjab Girls' School than at any other of the schools for children of European descent, whether for boys or girls. Considering that the Christian Girls' School at Lahore, too, in connection with the American Presbyterian Mission, is attended almost exclusively by native children, the cost of education there, viz., 81 rupees, seems rather high. With these exceptions, the cost of education seems moderate [illegible] at the schools, and the average on the whole is less than 5 rupees per annum, of which *Rs.* 2. 13. 9. falls upon Government.

Section VI.—Institutions for Special or Professional Education.

A.—Government Normal Schools.

General statistics, &c.

66. The seven Government normal schools contained rather fewer students than usual at the close of the year under review, viz., 279 instead of 294, as in the previous year; and the daily average has been only 236 instead of 269. The Mahomedan students still preponderate greatly, except at Delhi, being 173 to 92 Hindus, and 14 of other sects. All learn Urdu, and nearly all Persian; while the elements of English are studied by 108, and 13 read Hindi. Owing to the smaller attendance, the cost of education has also increased from 116 rupees per head to 149 rupees, of which, however, only 7 rupees fall upon Government. This rate contrasts favourably with that ruling in the only private normal school of the same description, viz., that belonging to the Christian Vernacular Education Society at Umritsur, where each pupil costs annually 364 rupees, of which nearly 92 rupees fall upon Government.

General progress, &c.

67. These institutions continue to work as satisfactorily as can be expected. The great difficulty is to secure the willing attendance of good students, from among town and village teachers, or candidates for those posts, on the small stipends, varying from 3 rupees to 5 rupees per mensem, which are allowed by Government for the purpose. There can be no doubt that the men who do attend the normal schools, with the exception of an incorrigibly lazy or stupid man occasionally received, are very much improved by their training; but it is to be regretted (though it can scarcely be avoided) that some of the best do not afterwards stick to the scholastic profession, but seek more lucrative employment in other departments; while the vast majority have so little real love for learning for its own sake that they make no effort to keep up much of the knowledge they have acquired, and before long fall off sadly in their educational attainments. I reported fully on these and other points connected with the Government normal schools, with reference to the Lieutenant Governor's remarks in para. 12 of his review of my last Annual Report for 1865-66, and the explanations given in my No. 412, dated 5th December 1866, were considered satisfactory by his Honor, so that it is needless to enter into details again.

Decline in number of normal students, who have gained certificates of qualification, explained.

68. In consequence of the term of instruction having been prolonged, and some of the students who do not pass out of the preparatory class in due time, being returned to their districts as unsuited for the training of schoolmasters, the number of students who have left the normal schools with certificates of qualification has considerably decreased; viz., from 177 in 1865-66 to 51 only during 1866-67.

Trained and untrained teachers at present employed in vernacular schools.

69. Of 1,852 teachers now employed in Government vernacular schools, 1,285 have attended some normal school, and, with the exception of 219, who failed to pass, have gained certificates of qualification of one grade or another. There are 155 now under instruction, and 412 still to be sent for training.

B.—Private Normal Schools.

General statistics, &c.

70. To the three female normal schools under private management which previously existed has been added one for male students at Umritsur, which is in connection with the Christian Vernacular Education Society, and under the management and personal tuition of Mr. C. J. Rodgers, himself, I believe, a trained teacher from one of the normal colleges at home, who has been in India for the last three years, and devoted himself to the study of its languages. The attendance at this school is very small, the daily average being 12, and the cost of education is consequently as high as 364 rupees per head. The female normal school at Delhi, belonging to the S. P. G. Mission, continues to work most successfully, and several of the students have gained situations as schoolmistresses in the neighbourhood. Of the female normal schools at Lahore and Umritsur, under the management of native committees, I know nothing, except from reports occasionally received at long intervals from those committees; for the schools are not open to Government

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ment inspection, and the interference of educational officers has been prohibited. From one of these reports lately received from Umritsur, however, I gather that the students of the so-called female normal school are not women, but men, who agree or promise to teach their female relatives, after they themselves have been duly educated. These men are provided with the usual stipends during their course of education. On the whole, there are at the four private normal schools 107 students, male and female, and the daily average throughout the year has been 89. Of these 64 are Hindus, 40 Mahomedans, and three others; six learn English, 26 Persian, 44 Urdu, and 57 Hindi. The annual cost of education per head comes to 14 rupees, of which 37 rupees falls upon Government.

Section VII.—Scholarships.

71. The final orders of the Supreme Government on the subject of college scholarships were, that only one-third of the students actually attending colleges in the Punjab, whether Government or private, who had passed the first arts and entrance examinations of the Calcutta University respectively, should receive them at the average value ruling in Bengal for senior and junior scholarships at Government colleges. Under these orders college scholarships have been sanctioned for students from 1st January 1867, to the value of 280 rupees per mensem.

College scholarships.

72. The aggregate number and value of scholarships given in zillah is a little higher than before, being 230, of the value of *Rs.* 404. 8. per mensem, instead of 215 only worth 382 rupees per mensem.

Scholarships at Government zillah schools.

Section VIII.—Employment of Students in the Public Service.

73. At the Lieutenant Governor's suggestion I have compiled a return, showing, as far as can be ascertained, the present position and salary or income of all belonging to Punjab schools, whether Government or private, who have passed the entrance examination of the Calcutta University. Omitting two head masters at the top of the list, it will be seen that one student holds a Government appointment of 200 rupees per mensem, another of 120, and two tutorships to native chiefs of 100; while all the others, except those continuing their studies at some one of the Punjab colleges, have taken up official or private employment, and are earning incomes varying from 90 to 25 rupees per mensem. These facts, and the statistics given in Mr. Willmot's report of the employment obtained by boys leaving the Delhi zillah school during 1866-67, bear me out fully in the opinion I have always expressed, that the native youth educated at our zillah schools and colleges can always obtain a decent livelihood, even if their English attainments are but slight. But it is by no means equally easy to find employment for the youth educated at our vernacular schools, because, in the nominations to vernacular offices under Government, no practical value is set upon many subjects taught in those schools which cannot well be omitted from the curriculum without ignoring what are, I may say, universally held to be the elements of a liberal education by every civilised nation. The question of an elementary examination of candidates for subordinate Government employ, which was brought forward some three years ago, with a view to obviating this difficulty, and was referred to in para. 68 of my last Annual Report for 1865-66, appears to have been dropped.

Students of Government colleges and zillah schools obtain employment with ease; but pure vernacular scholars with difficulty.

Section IX.—The English Language in Indian Education.

74. The usual table of the numbers learning English at various kinds of educational institutions throughout the Punjab, does not show the same expansion of English education during 1866-67 as in previous years. In the case of Government colleges and zillah schools, I attribute the stagnation to want of funds for scholarships in the former, and for a larger and more efficient educational staff in the latter, and for the extension and improvement of their branch schools. These causes, however, scarcely affect the aided schools, and the positive decline in the numbers learning English at such institutions arises, to the best of my judgment and belief, from the panic, as it were, consequent on the conversion to Christianity of one or two native scholars belonging to the American Presbyterian Mission School at Lahore. This has undoubtely re-kindled prejudices against the study of the English language among natives in many parts of the Punjab. And while on this topic, I cannot conscientiously omit to notice that a movement, with which to some extent I cordially sympathise, for promoting Oriental education and encouraging vernacular literature, which was started at Lahore some two years ago, and during 1866-67 has been pressed, under the Lieutenant Governor's patronage, upon the attention of all Government officials, and the native chiefs and gentlemen of the Punjab, has had a bad effect on the progress of English education; however little such a result may

The stagnation, and in some cases decline, of English education accounted for.

may have been expected or wished for by the promoters of the proposed Oriental University at Lahore. The injury, however, is certain not to be permanent.

Students of English at	At the Close of				
	1862–63.	1863	1864–6[illegible]	1865–66.	1866–67.
Government College	–	[illegible]	[illegible]1	36	31
„ Zillah Schools	2,516	[illegible]	[illegible]	6,022	6,070
„ Female Schools	–	[illegible]	[illegible]	188	110
„ Jail Schools	–	[illegible]	154	1	–
Private Aided Colleges	–	–	16	15	10
„ Schools of Higher Class	2,420	2,538	3,355	4,276	3,036
„ „ of Middle Class	–	–	1,745	2,454	3,022
„ „ of Lower Class	898	1,332	–	–	–
„ Schools, Female	–	–	102	109	147
Government Normal Schools	–	–	39	79	108
Private Aided Normal Schools	–	–	–	–	6
Total	5,834	8,359	11,269	13,181	12,740

Section X.—Book Department.

Purchase of stock.

75. During the year under review, the books brought on stock have numbered 1,28,408, and cost 42,497 rupees, as compared with 1,64,265, and 55,324 rupees in 1865–66, which was an exceptionally high year in this respect. Of the above, 52,802 were English books, worth 25,861 rupees; and 75,606 Oriental, worth 16,636 rupees.

Supply of books to branch depôts, &c., and amount credited to Government.

76. Books to the number of 1,00,352, and to the value of 32,727 rupees, have been supplied during 1866–67 for sale, &c., to district depôts, head masters, &c.; from whence 46,500 rupees have been recovered, and paid into the Lahore Treasury on account of sale proceeds of the books supplied in that and previous years.

Actual sales.

77. The *bonâ fide* sales of the year under review have comprised 84,954 books, &c., valued at 22,658 rupees; being 13,900 less in number, and 3,567 rupees less in value than those of the previous year.

Books distributed for school and library use and as prizes.

78. Three thousand nine hundred and seventy-eight books, maps, &c., to the value of 1,973 rupees, have been gratuitously distributed for use among Government vernacular schools; and 9,395, worth 3,664 rupees, have been given away in prizes. Jails have also been supplied with 958 books, worth 145 rupees. Books of reference, &c., to the number of 726, and to the value of 3,288 rupees, have been sent to the libraries of colleges and the best zillah schools. Each inspector of schools has been furnished with a telescope and magic lantern with suitable slides, in order that they may be exhibited at schools and educational gatherings during inspector's cold weather tours, or whenever a suitable opportunity occurs.

Government Educational Press.

79. In the course of the year, 57,672 books, worth 10,635 rupees, have been brought out at the Government Educational Press in connection with my office.

New School Books.

80. The following new books have been published by the department:—*Isharatu-l-talim*, a Manual of Method for Normal Schools and Teachers, compiled by Moulavi Karim-ud-din, Deputy Inspector, Lahore Circle, under the guidance, and with the aid of Mr. Alexander, the inspector of schools in that circle; *Nukat* and *Rukat-i-Ghaleb*, a brief Grammar and Letter Writer in Persian, by Nawab Asudullah Khan, of Delhi; *Chiragh-i-hidayati*, Moral Lessons in Urdu, by Moonshi Muhammad Ali.

EXTRACTS from the REPORT of the Director of Public Instruction in Oude, 1866–67.

II.—FINANCIAL AND GENERAL STATISTICS.

13. The following statement shows the actual expenditure during the year. Of the total outlay, 7 per cent. was for direction; eight for inspection; and 85 for instruction.

	Expenditure during 1866-67.	
	From Imperial Funds.	From Local Funds.
	Rs. a. p.	*Rs. a. p.*
Direction and its subsidiary charges - - - -	16,874 15 11	—
Inspection and its subsidiary charges - - - -	17,840 12 6	693 - -
Instruction (including all educational expenditure not coming under the above heads.)	1,19,962 10 6	86,930 3 4
TOTAL - - *Rs.*	1,54,678 6 11	87,623 3 4

14. The Imperial grant for the year (11 months) was 1,69,286 rupees, of which 1,54,678 rupees was expended. Of the savings (14,608 rupees), nearly all (13,000 rupees) occurred under the head "Grants-in-Aid." The term "Local Funds" includes all money expended on education in connection with this department, except the grant from Imperial revenue. It thus comprises—(1) the Educational cess; (2) Subscriptions by the native gentry; (3) School fees; and (4) the private resources of Missionary and other private schools under inspection. Of these funds, those in the first two classes only pass through Government treasuries, and are local funds in the technical acceptation of the term.

15. The following statement shows receipts and expenditure on account of the Educational cess during the year. The total collections were 45,077 rupees, against 23,926 rupees in the preceding year. I explained fully in my last Report the principle on which this fund is expended, showing that a large outlay in training teachers is necessary before schools can be opened with any chance of success. I need add nothing now, but call attention to the fact that the expenditure on schools has largely increased, being 13,083 rupees against 5,803 rupees in 1865-66.

	Receipts.			Expenditure.				Balance on 31st March 1867.
	Balance on 1st May 1866.	Cess Collected during 1866–67.	Total.	On account of Normal Schools.	On account of Village Schools.	Miscellaneous.	Total.	
	Rs.	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*
TOTAL - - -	11,642	45,077	56,719	16,784	13,083	1,800	31,667	25,052

16. Subscriptions by the native gentry of the province amount to 59,426 rupees this year against 65,760 rupees in 1865-66. Of this sum 25,622 rupees was for Canning College, and the remainder (33,804 rupees) for general expenditure in the district which provide it. The latter is in the hands of local officers and subscribers.

17. The total amount of fees paid by pupils in all classes of schools during the year was 11,410 rupees, against 10,201 rupees in 1865-66.

18. The following comparative statement, which is similar to that given at paragraph 13 of my last Report, shows details of schools, attendance, and expenditure for the year compared

compared with 1865–66. Whilst the total expenditure has increased 13 per cent., the number of pupils has increased from 10,476 to 16,265, or 55 per cent., and the number of schools from 170 to 386. It will be seen that the increase is principally in village schools:—

Heads of Expenditure.		Number of Institutions.	Number of Pupils on Rolls on 31st March 1867.	Average Number of Pupils on the Rolls in the Year.	Average Attendance during the Year.	Total Expenditure.	[illegible]	[illegible] charged to Educational Cess.	Charged to other Sources.	Annual Cost of Educating each Pupil. Total Cost.	Annual Cost of Educating each Pupil. Cost to Government.
										Rs. a. p.	*Rs. a. p.*
Direction	1865-66	–	–	–	–	17,125	[illegible]	–	–	–	–
	1866-67	–	–	–	–	16,875	16,875	–	–	–	–
Inspection	1865-66	–	–	–	–	5,856	5,856	–	–	–	–
	1866-67	–	–	–	–	18,534	17,841	693	–	–	–
Zillah Schools	1865-66	10	1,395	1,339	1,089	38,301	32,876	–	5,425	35 2 8	30 3 –
	1866-67	10	1,427	1,364	1,128	36,935	31,913	–	5,022	32 11 11	28 4 8
Anglo-Vernacular Tahsili Schools	1865-66	19	1,907	1,711	1,424	28,590	19,455	–	9,135	20 1 3	13 10 7
	1866-67	19	2,072	1,899	1,593	25,938	17,168	–	8,770	16 4 6	10 12 5
Vernacular Tahsili Schools	1865-66	15	1,082	839	665	8,315	7,298	175	842	12 8 –	10 15 7
	1866-67	15	1,089	1,012	812	7,957	6,919	262	776	9 12 9	8 8 4
Village Schools	1865-66	61	2,004	1,236	1,094	5,082	–	4,731	351	4 10 4	–
	1866-67	264	7,462	6,758	5,294	10,570	–	9,880	690	1 15 11	–
Government Female Schools	1865-66	–	–	–	–	–	–	–	–	–	–
	1866-67	6	83	81	64	187	–	8	179	2 14 9	–
Normal Schools	1865-66	2	392	320	280	18,220	4,460	13,244	516	65 1 2	15 14 10
	1866-67	2	206	293	266	24,359	3,911	20,241	207	91 9 2	14 11 3
Higher Private Schools	1865-66	4	1,135	959	720	44,687	28,777	–	15,910	62 1 –	39 13 11
	1866-67	4	1,089	1,107	845	46,419	30,313	–	16,106	54 14 11	35 14 –
Middle ditto	1865-66	12	987	840	677	10,395	3,829	–	6,566	15 5 8	5 10 6
	1866-67	16	1,189	1,114	889	*15,483	†6,555	–	‡8,928	14 2 10	6 1 2
Lower ditto	1865-66	36	1,240	1,053	878	7,372	2,409	–	4,963	8 6 4	2 11 10
	1866-67	38	1,325	1,195	826	6,974	2,952	–	4,022	8 5 7	3 9 2
Private Female Schools	1865-66	11	325	303	249	11,417	2,726	–	8,691	45 13 7	10 15 2
	1866-67	12	323	327	243	10,602	3,117	–	7,485	43 10 1	12 13 3
Prizes	1865-66	–	–	–	–	–	–	–	–	–	–
	1866-67	–	–	–	–	454	454	–	–	–	–
Miscellaneous (Buildings, Repairs, &c.)	1865-66	–	–	–	–	850	850	–	–	–	–
	1866-67	–	–	–	–	9,181	7,381	1,800	–	–	–
Institutions of Science and Art (Book Department)	1865-66	–	–	–	–	15,099	13,944	1,155	–	–	–
	1866-67	–	–	–	–	11,834	9,279	2,555	–	–	–
Total	1865-66	173	10,467	8,600	7,076	2,11,309	1,39,605	19,305	52,399	–	–
	1866-67	386	16,265	15,150	11,960	2,42,302	1,54,678	35,439	52,185	–	–

* This item includes 1,158 rupees on account of Government building grant to Futtehpore Aided School, and 1,720 rupees on account of expenditure from subscriptions towards building the Futtehpore and Zeidpore Aided Schools.

† This item includes 1,158 rupees on account of Government building grant to Futtehpore Aided School.

‡ This item includes 1,720 rupees on account of expenditure from subscriptions towards building the Futtehpore and Zeidpore Aided Schools.

19. In the two following statements the whole number of pupils are classified—(I) with reference to social status; and (II) with reference to creed. With reference to Statement I, it should be remarked that the returns from village schools show only a distinction between agriculturists and non-agriculturists, and the latter are all included in column 9. Statement II shows that 3,838, or nearly one-third of our pupils, are Mahomedans. Complaints are often made that Mahomedans do not, as a rule, attend Government schools. This is not true of Mahomedans in Oude. The proportion is probably larger than that of Mahomedans to Hindus in the whole population of the province :—

STATEMENT I.

Description of Schools.	Talookdars.	Zemindars.	Cultivators.	Merchants, Bankers, or Shopkeers.	Government Servants.	Professional Men, including Writers, Doctors, Kaisths, Teachers.	Artisans, as Smiths, Carpenters, &c.	Others.	TOTAL.
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
Village Schools -	-	-	3,079	- -	- -	- -	-	4,383	7,462
Other Schools - -	87	596	993	1,865	1,122	2,169	432	1,539	8,803
TOTAL - - -	87	596	4,072	1,865	1,122	2,169	432	5,922	16,265

STATEMENT II.

	Hindus.	Mahomedans.	Others.	TOTAL.
Pupils - -	12,313	3,838	114	16,265

III.—UNIVERSITY EXAMINATION.

20. In December 1865 Oude sent its first students to compete for the University Entrance Examination. This event, as an indication of educational progress, and a sign that the province is making up for past disadvantages, and step by step advancing to an equality with the older provinces, is interesting. The following statements show the results of the examinations in 1865 and 1866 :—

STATEMENT I.

YEARS.	Number of Candidates.	Passed	
		From Government Schools.	From Private Schools.
1865 - - - -	11	- -	6
1866 - - - -	23	- -	6

STATEMENT II.

Names of Institutions.	Number of Candidates.	PASSED IN			FAILED IN			
		First Division.	Second Division.	Third Division.	Engl[illegible]	Second Languag[illegible]	History and Geography.	Mathematics.
Canning College -	17	- -	4	2	10		2	6
Fyzabad Zillah School.	4	- -	- -	- -	3	- -	2	3
Oonao Zillah School.	2	- -	- -	- -	2	- -	1	1
TOTAL - -	23	- -	4	2	15	- -	5	10

21. The failure of the candidates from Fyzabad and Oonao zillah schools last December was a disappointment to the pupils and their teachers, but is really not surprising. Boys usually take seven or eight years to reach the Entrance Examination standard, whilst those who failed had not been reading five years, and, from a deficiency in the number of teachers in the two schools, had, for the year preceding the examination, been left pretty much to themselves. The circumstances of the two schools will be described further on; I need only say here that the unsuccessful candidates have resumed their studies with much spirit, and under more favourable circumstances, and will present themselves for examination again in December next. Of the 12 Canning College students who passed the entrance examination in 1865 and 1866, eight are reading for the first examination in Arts.

IV.—GOVERNMENT SCHOOLS.

23. The increase, as compared with the preceding year, is shown below:—

DESCRIPTION OF INSTITUTIONS.	Number of Institutions.	Number on the Rolls during 1866-67 (Monthly Average).	Average Daily Attendance.	Total Expenditure.	
				From Imperial Funds.	From Local Funds.
				Rs.	*Rs.*
Government Schools 1865-66 - - -	107	5,440	4,552	64,089	34,418
Government Schools 1866-67 - - -	316	11,407	9,157	59,911	46,035
Increase - - -	209	5,967	4,605	Decrease. 4,178	11,617

The increase is principally due to village schools opened during the year. It will be observed that the average attendance of pupils is 80 per cent. of the number on the rolls; this is somewhat less than in the preceding year; but the falling-off is explained by the fact that the pupils of village schools which now form so large a proportion of the whole are frequently required to assist in agricultural operations. Omitting village schools, the average attendance is nearly 84 per cent., which for India is a high proportion. The attendance at village schools was 78 per cent.

24. To

24. To save repetition, I insert here a general statement of fees collected at Government schools, instead of giving a separate table under each class of schools:—

DESCRIPTION OF INSTITUTIONS.		Rates Charged.	Amount of Fees Collected during 1866-67.
			Rs. *a.* *p.*
Government Schools of the [illegible]lass		1 anna to 2 rupees	1,734 12 9
Ditto - - di[illegible]	ditto	3 pie to 1 rupee	1,185 11 5
Ditto - - [illegible]	ditto Tahsili	6 pie to 8 annas	450 13 5
	ditto Village	3 pie to 4 annas	680 6 7
	TOTAL	3 pie to 2 rupees	4,048 12 2

A.—ZILLAH SCHOOLS. (SCHOOLS OF THE HIGHER CLASS.)

26. Zillah schools are, on the whole, well maintaining their position; the total number of pupils, the average attendance, and the income from fees, although the latter is for 11 months only, being each in advance of last year.

27. It is unfortunate that, with one or two exceptions, the Sudder stations of Oude are in themselves very insignificant places. Omitting Lucknow, where there is no zillah school, Fyzabad is the only considerable town in the province, and the school there has now 300 pupils. Roy Bareilly is a tolerably populous place, and the Government and Mission schools together have 211 pupils, although both institutions are comparatively new, neither having existed three years. The attendance at both Fyzabad and Roy Bareilly will most probably still further increase. The remaining eight stations are scarcely better than villages. The number of pupils in these schools will, I hope, increase as the stations improve and education permeates strata of society not yet touched; but we cannot fairly expect any immediate or rapid increase. In the Punjab the average attendance at the 24 zillah schools in 1865–66 was set down at 6,610, which gives an average of 275 per school. This large attendance has been attained within the last two or three years by a system of branch schools located in populous mohullahs of towns in which zillah schools are situated; the branches are connected to some extent with the central institution, and their pupils are therefore all counted in the zillah school return. Sudder stations in Oude afford little scope for this system.

28. As might be expected, a large proportion of the pupils admitted into superior schools leave without ever reaching the higher classes, and therefore carry away with them only a comparatively small portion of the instruction we are prepared to impart. At the beginning of the past year, the number of pupils on the registers of zillah schools was 1,395; during the year 910 left, and 948 were admitted—that is to say, 65 per cent. of the material on which our teachers' work has been changed during the year. It should, however, be remarked that a considerable number of the changes arise from a mere transfer of pupils from one school to another, owing to their guardians changing residence, or from the system adopted regarding scholarships, which will be described further on. In such cases nothing is lost, for the boys resume their studies in one school just where they left off at the other. Again, it should be observed that there is a certain proportion of our students (which may be taken at from one-third to half of the whole), who come to school well knowing that education is a work of time, and fully prepared to remain. Changes among this class of pupils are not frequent. I have watched the fluctuations in attendance during the year with much interest, and have taken pains to discover the cause, and adopt any check which appeared practicable. Head masters send every month a detailed statement showing the age and social position of each pupil who leaves school, with the time he remained, and the cause of his removal. A large proportion are struck off the rolls for inveterate irregularity, resulting most frequently from poverty; then comes change of residence, "obtained employment," "gone in search of employment," "father required him to work," "too poor to remain," and occasionally "gone to a Maktab" (indigenous school). These are the proximate causes; but the real difficulty is the absence of a large middle class, intelligent enough to appreciate a superior education, and rich enough to keep their children at school. Government *employés*, especially those whose duties require a knowledge of English, form a nucleus of such a class, which is gradually being strengthened by the more advanced zemindars, bankers, and shopkeepers; but as a rule these persons find it hard to give up the idea that the education they and their forefathers have received is sufficient for their children; they are beginning to send their boys to our schools, but think it unreasonable that we should want to keep them six or seven years. In some schools, teachers have been told to levy a small entrance fine, and to raise the minimum monthly fee from one to two annas—the object being to check levity and keep boys out who do not intend to make some effort to stay. I am, however, averse to going too far in this direction at present, lest we should debar really poor boys from obtaining the small amount of instruction which they can

afford. I am convinced that even one or two years' attendance at a school is very beneficial: a pupil learns to read easy vernacular books, to write an ordinary letter, and work sums in "the four Rules." This is not to be despised; but it is not all the benefit he derives from his short career at school—he comes in contact with a superior civilisation, grows accustomed to regular discipline and punctuality, imbibes a respect for education and for that refinement and civilisation of which so many signs are apparent in a well-ordered school, and lastly, gains impressions of the beneficent intentions of Government, which we may reasonably hope will remain in after-life. I have no statistics to enable me to judge whether the attendance at school in rural and the North Western Provinces fluctuates as much as that of schools in Oude. In the Punjab there were 7,302 pupils on the rolls of zillah schools at the close of 1864-65; during the ensuing year 7,290 (or nearly 100 per cent.) left, and 8,250 were admitted. We are, therefore, in this respect more fortunate than Punjab.

Local funds were expended as described in paragraph [illegible] last Report. The school libraries, which are provided from fees, are slowly [illegible]

31. In September last a general examination of Anglo-vernacular schools was held—the four senior classes by means of written papers, the lower classes orally by the several head masters. It is proposed to hold a similar examination every year, and to include in it, as soon as practicable, the more advanced vernacular schools. The marks gained for a first examination are tolerably satisfactory.

32. At the beginning of the year the course of studies prescribed for each grade of Government schools was carefully revised, and some changes made.

33. From the first considerable practical difficulty has arisen from the fact of there being in Oude two entirely distinct vernacular characters—Urdu and Nagri—each having claims of its own not to be lightly neglected. The common-spoken language of the province is Hindi, with a large admixture of Persian words, the proportion of the latter varying from a maximum in our law courts to a minimum in remote country villages. The written characters in actual use are Urdu and Nagri, with its corruptions, Kaithee and Mahajani. Urdu is easier than Nagri to write, and being the character used in our courts, and a kind of *lingua franca* understood all over India, is most useful to boys in after-life. On the other hand, Nagri has the more perfect alphabet, is far easier to read, and is the native dress of the vernacular of the province. Kaithee and Mahajani are merely corrupt forms of Nagri, the tops of the letters being omitted, the vowels wholly or partly left out, and the letters themselves mutilated. I believe no such thing as a printed book in Kaithee or Mahajani exists; but bankers, shop keepers, and put waris (village accountants) keep their accounts in these characters, and use them in their business correspondence. As a general rule, the persons just named cannot read the printed Nagri at all, and look upon it as rather a useless accomplishment. In attempting, then, to judge from present usage what vernacular characters should be taught in schools, the case stood thus: all persons connected with courts and offices, all candidates for Government employment, all Mahomedans, and nearly all educated Hindus, use Urdu (the character introduced by the Mahomedan rulers); pundits and other Sanskrit scholars write pure Nagri; whilst the whole trading community adopt the corrupted forms mentioned above.

34. From the outset Kaithee and Mahajani have been excluded from the course of studies, there being no books, and it being well known that a Nagri scholar can master the two written characters in a few weeks. As regards Urdu and Nagri, no favour was shown. A pupil on entering a zillah or tahsili school, was allowed to choose either, and confine his attention to that exclusively. This proved to be practically very inconvenient, for, though the Urdu element preponderated largely, each class was broken up into an Urdu and Nagri section, requiring separate tuition, which, with the number of teachers available for each school, it was impossible to supply. Under the new scheme all pupils in zillah schools are taught Urdu, experience having shown that this, though essentially foreign, is under present circumstances, far more popular than Nagri. Each class, however, from the fourth to the seventh, unless specially exempted, is sent for one or two hours a day to the pundit, *to learn to read and write the Nagri character.*

35. In the old zillah scheme English was not taught in the sixth and seventh classes. To make room for a more gradual approach to the entrance examination course, the English Primer is now taught in class VI. Persian grammar and reading have also been made a part of the course, with a view to improve the vernacular Urdu. Native scholars are unanimous in the opinion that elegance in Urdu composition can be attained only by reading Persian, and they regard time spent in reading Urdu as thrown away. These views are no doubt exaggerated; but as there are a large number of Persian words and phrases in the current language of the province, a knowledge of Persian is doubtless useful, and, as it is moreover a very favourite subject among respectable natives, Hindu scarcely less than Mahomedan, the change is likely to be popular.

38. At the beginning of the year under review, the sanctioned establishment for zillah schools was, five masters for Fyzabad, and four for each of the remaining nine institutions, making a total of 41 teachers. In February last sanction of Government was received to three additional masters for Fyzabad school, and one each for Gondah, Oonao,

Oonao, Sultanpore, and Seetapore, making a total of 48. The number of classes at work, after reducing them as described above, was 58, and several of these, being very large, are broken into sections, so that the total number of groups for whom instruction has to be provided may be set down at 70. The additional teachers recently sanctioned will be most useful, and, with the aid of assistant masters and monitors paid from subscriptions and fees, zillah schools will now, I hope, be able to go on smoothly for another year.

B.—ANGLO-VERNACULAR TAHSILI SCHOOLS (MIDDLE CLASS SCHOOLS).

42. There are 19 schools of this class. At 11 (*i.e.*, one in each district except Lucknow) an establishment as shown in the margin, is maintained from Imperial funds. At the remaining eight schools the vernacular establishment only is paid by Government; but one or more English teachers, on salaries varying from 25 to 80 rupees, are paid from subscriptions. Since the beginning of the year the sanction of Government has been received to grants-in-aid from Imperial funds to the extent of half the cost of the English departments of four out of the eight schools. The principle thus sanctioned is important.

English teacher.
Urdu teacher.
Nagri teacher.

44. These schools have maintained their popularity and usefulness. The total number on the rolls, average attendance, and amount of fees collected, show a decided improvement on the preceding year. In five schools the average attendance is slightly less than in 1865-66, in three it is the same, whilst in 11 schools it has increased.

45. The total expenditure on the 19 schools for the 11 months was 25,938 rupees, which was made up thus:—

	Rs.
From Imperial Funds - - - - - -	17,168
„ Subscriptions - - - - - - -	7,569
„ Fees - - - - - - - -	1,186
„ Other sources - - - - - -	15
Total - - - *Rs.*	25,938

Each pupil cost *Rs.* 16. 4. 6. for the year, of which Government paid *Rs.* 10. 12. 5.

46. In schools of this class we endeavour to give a good vernacular education, and, in addition, sufficient English to fit a man to be a clerk or to fill similar positions requiring ability to read, understand, and copy any ordinary English composition. Till this year the course of studies was the same as for the lower classes of zillah schools. As, however, the object of the two kinds of institutions is different, it was thought desirable to draw up a separate scheme for schools of this class, complete in itself, and yet such as could be got through in about five years. Use is made of the vernacular as a medium for imparting knowledge on general subjects, whilst English is read merely as a language. The scheme now used provides that Urdu or Nagri may be selected (according to locality) as the principal vernacular, in which instruction is imparted in grammar, geography, arithmetic, mensuration, and the elements of algebra and geometry. The second vernacular, however, is not entirely neglected. Wherever practicable, each class learns to read and write it. English reading and writing are taught in classes I. to IV., and English grammar in classes I. and II.

48. It will be observed from what has been said that these schools cannot be condemned, as such institutions sometimes are, for giving only a "smattering of English." Whatever may be thought of the value of "a little English," none can object to the substantial vernacular education at which we aim; but it may well be doubted whether the imperfect knowledge of English gained at such institutions is so worthless, or the process by which it has been acquired so little deserving of respect, as is sometimes imagined. The study of a foreign tongue is, and always has been, considered good mental discipline, and a very proper part of school education. There seems no reason why English, which to natives of India is a most difficult language, should be an exception to this rule. But, besides the mental training involved, there are many practical advantages connected with the study of English, even to the extent practicable at such schools as these. It leads, in many cases, to profitable employment, opens the way to closer and easier intercourse with the ruling race, and gives to those who have inclination and ability to follow up their studies, the key to a literature which is certainly not less valuable to a native of India than any foreign literature, ancient or modern, is to Englishmen. Nor must it be supposed that *none* of the pupils at these schools do follow up their studies. During the past year the more advanced Tahsili schools have each sent two, three, or four representatives to the neighbouring zillah schools, and there is every probability that those who show special ability will in due time find their way to Canning College, and eventually become as good English scholars as can be found anywhere in India.

52. The Inspector makes the following general remarks regarding schools of this class:

class:—"It has been found very difficult to keep the Anglo-vernacular schools in good working order. To manage them efficiently, the head master should possess an amount of English knowledge which can rarely be got for the money available. Hitherto no suitable men have produced in this province, and it has been necessary to import them from the North Western Provinces and Bengal. Drawing them from their native land implied paying them more than they could get at home. Men who have received an English education object to being sent to out-of-the-way places. If a man is really worth having, he will soon find more congenial employment elsewhere. In a few years plenty of well-educated young men will be coming out of our own schools, and these will be very glad to serve on small salaries near their own homes."

53. The difficulty above alluded to is one that must [illegible] whose education is in its infancy. Imported labour is always expensive, and we look forward with confidence to the times when more efficient teachers will be available on the salaries we offer. At the same time it should be remarked that we have little reason to complain of our present teachers. With few exceptions they have done extremely well.

C.—Vernacular Tahsili Schools.

The average attendance has risen from 665 in 1865–66 to 812 in 1866–67, or more than 20 per cent. The attendance is over 80 per cent. of the average number on the rolls. Each pupil costs nearly 10 rupees per annum, of which Government pays 8½ rupees.

The practising school connected with the normal school, Lucknow, has now 89 pupils, and is a useful institution. The students of the normal school attend in turn to learn their practical duties, and considerable pains are taken to make the institution as good a model as possible.

Village Schools.

Two hundred and three new schools have opened during the year, and at its close 7,462 pupils were under instruction. Of the whole number of schools, 100 have only been open seven months, and 102 more only three months. It takes some time to get the full confidence and respect of the villagers, so that the attendance is less than it will be: nevertheless the statement shows an average of nearly 28 boys per school. As the majority of the schools have been open less than a year, the average expenditure (40 rupees) per school is not to be taken as the normal rate. The average ordinary cost of village schools will probably eventually be about 100 rupees per annum per school.

65. It may be well here to state briefly what we hope to be able to accomplish in this direction when the cess is fully levied. The cess is expected to yield about 11,000 rupees per district per annum. Of this 1,000 rupees will be absorbed by the normal school, and about 1,500 rupees for books, rent, repairs, &c., leaving 8,500 rupees for teachers, which, at an average of 100 rupees each, will give 85 village schools per district, or 1,420 for the province. The area of Oude is about 23,000 square miles. Deducting the area of towns, which are provided with superior schools and jungles, which will require none, we may set down the area of the agricultural districts at 20,000 square miles. This gives one village school to every 20 square miles, *i.e.*, we shall be able to place a school under a well-trained and fairly-paid teacher, within two and a half miles of every child in the province.

66. In my last Report I described the course of studies for village schools, and though some of the text books have been changed, the course is substantially the same. With reference to this subject, the following general direction is given at paragraph 7 of the "Instructions to Deputy Inspectors:"—"In all schools the deputy inspector's first efforts should be to secure good reading, writing, and arithmetic. He will insist on the reading being slow and distinct, and intelligent to a person without a book. Teachers should be urged to pay particular care to the handwriting. Copybooks should be used in every school, and special rewards given for neat and distinct writing. Writing from dictation should be practised frequently, and the senior boys should be taught to write letters, petitions, &c. In arithmetic accuracy and neatness should be required."

Number of Teachers.	Salary of Each.
7 Teachers at - -	10 rupees per mensem.
29 " - -	9 " "
63 " - -	8 " "
96 " - -	7 " "
76 " - -	6 " "

67. With very few exceptions, the teachers now in charge of village schools have been trained in the normal school, Lucknow. I stated in paragragh 44 of my last Report that the salaries of village teachers varied from 6 rupees to 10 rupees per mensem, and expressed an opinion that less than 6 rupees ought not to be given to a man "supposed to be capable of instructing the rest of the village." In these views the Chief Commissioner was pleased to concur. The marginal note shows the salaries drawn at the close of the year, 10 rupees being the maximum, 6 rupees the minimum, and the average 7¼ rupees.

68. With

68. With a view to induce respectable men to offer themselves as candidates, and also to regulate the promotion of deserving teachers, a scale of salaries* has, with the approval of the Chief Commissioner, been now fixed for each district. This will be made known, and both candidates and teachers will then understand exactly what to expect. Promotion from one grade to another will be made when the schools are examined in the cold season by the director or inspector.

20	Teachers, at	6	rupees per	mensem.
20	„	7	„	„
20	„	8	„	„
15	„	9	„	„
10	„	10	„	„
85	„ average, 7·12-17ths.			

69. It is satisfactory to be able to report that, with few exceptions, the teachers sent out from the normal school do great credit to that institution, are appreciated by the villagers, and are doing much good. It would be unreasonable to expect no defects, considering that the schools are all new, are, for the most part, held in very unsuitable houses, and that the work of teaching is as novel to most of the masters as learning is to the great majority of the pupils. Nevertheless a good work has been well begun. During the cold weather I personally examined about 20 of the village schools in Oonao. I found, over and over again, boys who read before me a vernacular book of ordinary difficulty, who wrote correctly from dictation, worked proportion sums, and had begun to study geography, who, 18 months before, had not learned a single letter, and had no hope or intention of doing so. I invariably sent for the Lumberdars, and invited all the village to hear me examine, and my conviction certainly was, that a large number of the people appreciated the means of education placed by Government within their reach, and were grateful for them. Very many are, no doubt, still influenced by old customs and traditions, and fail to grasp the idea that their children are to begin to read and write. The feeling is, however, not that education is to be despised, but that it is too good for them. Strange to say, some such feeling seems to prevent many from sending their children to school who readily admit that learning is a good thing, and would like to obtain it. I believe an order making education compulsory, would rather be welcomed by many who have not the moral courage or energy to take the first step and shake themselves free from the customs of their forefathers.

70. The junior inspector, Munshi Durga Prashad, writes thus of village schools in Oonao, which he examined carefully:

"The readiness with which the people assembled round us to witness the examination, the pleasure their countenances expressed in seeing their boys' abilities tested, the willingness which the generality of the zemindars show in rendering assistance to our schools, the increased attendance and amount of fees collected, are all sure proofs that our schools are held in high estimation by the people generally.

"There are, indeed, some localities where the people object to our system of teaching vernacular books only; but such places are comparatively few, especially consisting of towns or large villages, which are peopled by the richer and higher classes; there is no such objection amongst the agricultural and poorer classes, which form the great bulk of the population of the province. It is gratifying to see amongst such people some of our school boys read and write fluently, and solve sums in fractions. The only objection that I heard from these people was that their boys could hardly spare time from agricultural and professional labours to attend school."

Female Schools.

72. The statement of Government schools given at para. 22 includes six female schools. These have been opened during the year, and must be regarded as experimental.

73. It was thought desirable, when this department was organised three years ago, to postpone any attempt to open Government schools for native females till education had made some progress. Liberal grants were, however, offered in aid of any effort which might be made either by natives themselves or others on their behalf. Excepting missionaries, none responded to the offer. Still, the success of the missionary schools in Lucknow showed that there was no insuperable difficulty in getting pupils, and it seemed likely that, if Government schools were opened and all expenses paid, a commencement might be made without further delay. To put this to the test, six schools have been opened during the year, one at Hydergurh, a second at Shahabad, and four more in the city of Lucknow. These are placed under the care of trustworthy persons, and the result is being watched. The year closed with an aggregate of 83 pupils.

Normal Schools.

74. At the beginning of the year under review there were two normal schools at Lucknow and Fyzabad; the latter being, however, only a temporary auxiliary of the former, where there was not sufficient accommodation for the full number of students. The expense of superintending two institutions bore heavily on the cess, and, on estimating the receipts for the coming year, is was found necessary to curtail expenditure on normal schools, to provide for increased charges of village schools. After the December examination, therefore, the students at Fyzabad who had failed to obtain certificates were removed to Lucknow, and the former institution closed.

 75. The

75. The normal school includes a senior and junior department. The former consists of a small number of students preparing for vernacular teacherships in zillah, tahsili, or other superior schools. The number is limited by the demand for teachers of this kind, and seldom exceeds 10 or 12. The junior department consists of a much larger number of pupils, who are being trained as teachers in village schools. The number is regulated by the state of the cess fund. Students are lodged and taught free, and, with few exceptions, receive an allowance for food and clothes. At the close of the year there were 10 students in the senior department, each of whom received six rupees per mensem from Imperial funds; and 196 in the junior department, of whom 194 receive each four rupees per mensem from the cess.

76. I explained in para. 47 of my last report that, by order of Government, the cost of training village teachers is borne by the cess, whilst the cost of training tahsil and other teachers is met from the Imperial revenue. The two normal schools cost during the year (including stipends to students) 24,359 rupees, of which Government gave 3,911 rupees, and the remainder was derived from the cess,' &c. Each student cost *Rs.* 91. 9. 2., of which Government paid *Rs.* 14. 11. 3. Omitting the students' stipends, each cost *Rs.* 45. 10. 3., of which Government paid *Rs.* 12. 6. 7.

77. Half-yearly examinations are held in July and December, and certificates awarded according to the results. During the year, 240 students gained certificates, and were appointed as teachers. The following statement shows the number of certificates of each grade which were awarded:—

Tahsili Certificate, First Class - - - -	4
Ditto Second „ - - - - -	10
Total - - -	14
Village Teacher Certificate, First Class - - -	99
Ditto Second „ - - -	127
Total - - -	226

78. As each successive set of students pass out of the normal school their places are taken by others, who are, as a rule, brought from the district to which they will eventually return as schoolmasters. Care is taken, whilst guarding against the danger of overrunning the funds, to adjust matters so that no unnecessary delay should occur in establishing schools, as the cess provides money for their support. Quarterly statements are furnished by the district revenue officers, showing the progress made in collecting the cess, and as soon as funds are available, a vernacular notice is issued, and copies distributed as widely as possible by tahsildars, police officers, and schoolmasters, through the district from which candidates are required. The object in view, the qualifications required, and the conditions offered, are clearly stated, and persons who wish to enter the department are told to register their names at the nearest tahsil, and present themselves for examination on a certain date at places selected for their central position. The head master of the normal school, or some other intelligent officer, visits the several centres for examination on the date fixed, and successful candidates receive orders to proceed to the normal school. The plan of sending round an examiner has been found necessary, as on one or two occasions when this was omitted, and candidates were selected by tahsildars, many, on arrival at the normal school, were found incapable of learning, or otherwise disqualified for the work of a teacher, and after wasting the time of the masters and drawing stipends for some weeks, had to be discharged as hopeless. In districts where deputy inspectors have been appointed, the duty of selecting persons for the normal school is entrusted to them.

79. Candidates for village teacherships, before admission to the normal school, are required to be able to read and write one of the vernacular languages correctly, and preference is given to those who, in addition, know the simple rules of arithmetic. It is an encouraging sign that not a few now come up for examination who have previously commenced the study of arithmetic in order to ensure their being selected. In the normal school they study arithmetic, mensuration, including practical surveying, composition, geography (especially of India and Asia), grammar, and the history of India. They receive lessons on the art of teaching, and practice in the model school. When every district is supplied with teachers, I propose to keep students two years in the normal school, instead of one; and as we shall also, as education spreads, get candidates with more information to begin with, the standard of village teachers, and therefore of village schools, will gradually be raised, till they become all that can be desired.

V.—Private Schools under Government Inspection.

82. The increase, compared with 1865-66, is seven schools and 542 pupils, as shown below:—

Institutions.		Number of Institutions.	Average Number of Pupils on Rolls during the Year.
Private Schools	1865-66	63	3,201
	1866-67	70	3,743
Increase		7	542

A.—Private Schools of the Higher Class.

84. The four institutions noted in the margin are included under this head. Eight students of Canning College, who have passed the entrance examination, are now reading for the B.A. degree. Strictly speaking, they should be entered under the head "colleges;" but as it is difficult to separate the expenditure of the college department from that of the school, and as, with this explanation, no misapprehension can arise, it was thought best to let the statement remain.

Canning College.
A. Mission School, Hosainabad.
C. Mission School, Wazeergunge.
Baraitch Mission School.

85. The following extract from the Principal's report on Canning College describes briefly the progress of this important institution up to the close of the year.

"Canning College, founded by the talookdars of Oude, in memory of the late Earl Canning, was opened on 1st of May 1864. During the first two years of its existence the institution partook of the character of a superior high school, but during the last year it has developed into a college, with eight students in the college department.

"The progress made during the three years will perhaps be most readily seen from the *number* of boys receiving instruction at the end of each year. In December 1864 the number of boys was 336, with an average attendance of 73 per cent. At the end of 1865 there were 456 boys, with an attendance of 80 per cent. At the present time the total number of boys is 542, and the average attendance in January last was 87 per cent.

"The fees paid by the scholars amount to 270 rupees per month. There are 71 free boys; the others pay from eight annas to 10 rupees each per month. The college is open to all classes, but by far the greater portion of boys learning English or Hindus, viz. 273. The Mussulmans number 105, and Christians 19, three being Europeans, and the others East Indians and converts.

"The college, as now organised, comprises *three* distinct departments, an Oriental school department, an English school department, and the college proper. In the Oriental department no English is taught; but 45 boys read Persian, 30 Sanskrit, and 70 Arabic. In the English school 389 boys learn English, 383 Urdu, three Hindi, 32 Arabic, and 69 Sanskrit. The highest class in the English department, consisting of 37 boys, is reading for the University entrance examination of the present year, while the second class, of 43 boys, is preparing for the entrance examination of next year. Both these classes are very promising. The remaining 10 classes in the English school department work out a graduated scheme, designed with the view of ultimately preparing them for the University Examination classes. The college department consists of students who have matriculated at the Calcutta University, and who are continuing their studies with the object of passing the First Arts Examination, and of taking the B.A. degree. These eight students belong to different years, and have consequently been divided into *two* classes, the one preparing for the First Arts Examination of December next, and the other for that of next year.

"Twelve boys from Canning College have passed the University entrance examination; six in 1865, and six in 1866. Eight of these undergraduates remain with us, two have obtained employment, and the other two have joined Calcutta colleges to take up law and medicine.

"In connection with the higher classes, one of the chief objects of the founders of the institution is being successfully realised. The design was that the usefulness of the college should not be confined to Lucknow, but that the institution should be thrown open to the natives of the province generally, and afford them the means of carrying on to a higher point the education they may have previously received at the zillah schools. The schools of Fyzabad, Shahabad, Roy Bareilly, Oonao, and Gondah have each already two or three representatives in the Canning College, and the probability is that in a few years' time the above schools will be important feeders to our higher classes.

"With regard to the conduct and progress of the boys during the past year, while leaving the reports of the examiners to testify to the latter, I am happy to say that, on the whole, I am satisfied with their behaviour, and with the exertions made by them to reap the advantages offered to them."

B.—Private Schools of the Middle Cla[illegible]

88. The following statement shows the number of institutions, a[illegible] the attendance at schools of this class for 1865-66 and 1866-67. The increase, it will be observed, is four schools and 202 pupils, whilst the average attendance for 1866-67 is 212 more than for the preceding year:—

INSTITUTIONS.	Number of Institutions.	Number of Pupils on Rolls at close of the Year.	Average Attendance during the Year.
Private Schools of the Middle Class - 1865-66 -	12	987	677
Private Schools of the Middle Class - 1866-67 -	16	1,189	889
Increase - - -	4	202	212

C.—Private Schools of the Lower Class.

92. The statement at para. 18 shows 38 institutions of this class with1, 325 pupils, against 36 institutions and 1,240 pupils last year. The Maharajah of Bulrampore supports 10 small schools, with an aggregate of 136 pupils, at villages on his estate; these receive no Government aid. A very inferior vernacular school is maintained from the estate of the Rajah of Mahmoodabad. It is to be hoped the young rajah, who was till recently a pupil in Canning College, will take some interest in the institution now the estate has passed from the Court of Wards into his own hands. Nawab Nawazish Ali Khan, taluqdar of Baraitch district, has, during the year, opened two vernacular schools at Nawabgunge Alliabad and Nasirgunge, villages on his estate, which have now 29 and 41 pupils respectively. Mention should also be made of the praiseworthy conduct of a man of much lower rank in life than those mentioned above; I refer to Bisshum Nath, a jemadar, employed in the household of his Excellency the Viceroy, who has opened a very useful little school at his native village, Shunkerpore Serai, Zillah Oonao. This school has now 33 pupils, and receives a small grant (six rupees per mensem) from Government.

In all aided schools some of the Government books are read, and in many the course of studies is identical with that of Government schools of the same class.

Private Female Schools.

94. There are 12 private schools for girls, with a total registered attendance of 325. Of these institutions one is for European and Eurasian girls, and 11 for Natives. The Lucknow Girls' School has 47 pupils, daughters of the poorer members of the Christian inhabitants of Lucknow or other stations. The instruction imparted, and the general management of this very useful institution are satisfactory, but the committee are sadly crippled by want of funds, and can now take no child whose parents are unable to pay the full cost of her education. Efforts are being made to procure funds, and to place the institution on a more extensive basis.

95. The 11 schools for native females are connected with the two missions mentioned several times in this report. Ten are in the city Lucknow, and one, which was open this year, at Roy Bareilly. The total number of pupils is 276. The Lucknow schools have been two years at work, and appear to be successful, excepting the American Mission Ragged School. The pupils are all Mahomedans, and *pardanasheen*, and include not a few adults. The ladies of the mission, who have charge of the schools, and take very great interest in them, report that their pupils have made creditable progress in reading, writing, and needlework. One or two of the more advanced have obtained employment as teachers in private families. I am not permitted to examine these schools, but no objection is made to visits by European ladies. There seems to be no doubt whatever that a good work is going on, and that the Government grant is well spent. It appears that native females, with whom the missionary ladies speak on the subject of education, are generally anxious to learn, but are prevented by their husbands and fathers.

96. Mrs.

96. Mrs. Ruthers, wife of the Church Missionary at Fyzadad, has one or two promising schools, but has not yet applied for Government aid.

Indigenous Schools.

98. Indigenous schools are not included in the statements accompanying this report, as no reliable statements regarding them are available. Deputy inspectors are directed to find out where such schools exist, and to visit the most important of them if they have time, the object being (1) to collect information, and (2) to endeavour to improve them.

99. Very few indigenous schools of any kind exist in villages; but in towns they are more or less numerous. They are either Persian or Hindi. In the former, boys learn to read *Karima, Amad Nama, Gulistan, Bostan*, and other Persian works, and to write Persian and Urdu letters. They read no Urdu books, and do not attempt arithmetic, grammar, geography, or any of the subjects usually taught in Government schools. The number of pupils is generally very small. In Roy Bareilly the deputy inspector reports 36 schools, whose aggregate attendance is only 172. The teacher is usually a private servant of the patron of the school, from whom he receives food and two or three rupees per mensem in cash. Hindi schools are patronised by bunnias and other shopkeepers, and are often attended by 20 or 30 boys each. The curriculum of studies consists of the Kaithi* written character, the multiplication table, and a mechanical kind of arithmetic, enabling the pupil to work out rapidly questions of a certain type in proportion and interest. No books of any kind are used; neither teacher nor pupil being able to read any printed character whatever.

* *Vide* paragraph 33 above.

100. It does not appear that any great improvement in schools of this description can be made at present. The Persian teachers are, as stated above, generally private servants, and, so long as patrons are to be found who consider Persian all that is necessary, the course will remain what it is. The Hindi guru is paid to teach what the bunnia considers necessary, and, if he ceased to do this, pupils would cease to come. Moreover, his inability to read printed books prevents his adopting ours, even if he wished. In some instances Hindi schools have been converted into Government institutions, and a trained teacher sent to give instruction in Nagri, whilst the guru continues to impart his own peculiar lore for a portion of the day. If he learns to read and write Nagri himself, he is promised admission to the normal school.

La Martiniere College.

101. This institution is not under inspection, receives no aid from Government, and is not included in the statistical statements. The principal has supplied me with the following particulars:—At the close of the year there were 271 pupils on the rolls, of whom 186 were Christians (Europeans or Eurasians), and 85 Natives. All learn English, 230 Urdu, and 35 Persian. The Christian department is held at General Martin's house at Constantia, near Lucknow; the native department in the city. In the former there are 81 foundationers, who are fed, clothed, lodged, and taught free; 72 boarders, who pay from 15 to 25 rupees per mensem each; and 33 day scholars, who pay from one to six rupees per mensem. In the native department there are 18 foundationers and 67 day scholars, of whom 59 are free. The college is not affiliated with the University, but the standard of the European department is equal to that prescribed for the first examination in Arts. The course for the native department is considerably lower. No pupils are at present equal to the entrance examination. The institution cost, during the 11 months, 72,792 rupees, of which 51,600 rupees was derived from funds left by the founder, General Martin. The remaining 22,420 rupees was received from fees and the interest on savings of past years.

VI.—Scholarships.

102. A scheme for awarding small scholarships to deserving pupils in schools was sanctioned by Government in March 1866. The objects in view were—(1) to encourage advanced pupils in higher schools to remain till they complete the course and pass the entrance examination; and (2) to enable deserving pupils of lower schools to proceed to a superior institution. The scheme, therefore, included provision for 30 scholarships, at an average of 5 rupees per mensem, to be awarded to pupils in higher schools, and 60, at an average of 4 rupees per mensem, for pupils of lower schools who wished to continue their studies at a more advanced institution. Of the latter, 15 only are to be given each year for four years, till the whole 60 are absorbed, and then vacancies filled up as they occur. The scholarships are awarded to students according to the result of the September written examination or of examinations held by myself and the inspectors when we visit the schools in the cold weather. The amount available for the past year was 2,520 rupees. I have noticed above how useful this fund was in enabling me to remove pupils from inferior to superior zillah schools. The hope of securing scholarships proved a powerful incentive to industry on the part of both teachers and pupils.

VII.—Employment of Students in the Public Service.

104. This is one of the heads prescribed by Government on which information should be given in educational reports. No system has yet been introduced in this province for throwing open subordinate Government appointments to competition by examination. Should such a measure be considered advisable, and the examinations be arranged to embrace, not special professional subjects, but the general branches of education which are taught in ordinary schools, there is no doubt whatever, that these institutions would become far more popular than they are. On this point I quote the following remarks from the Report of the Commissioner of Baiswarra division:—

"Something might be done, I think, to render the schools more popular if all the situations in the district courts were bestowed by competitive examinations. A notice might be published in the district in which the vacancy exists that a particular situation is vacant, and that it will be bestowed on the successful competitor, being a resident of the district, at an examination to be held on the 15th day after the issue of the notice.

"The questions might be framed so as to test the candidate's general information. Anybody, whether he had or had not attended the Government schools, might compete."

VIII.—The English Language in Indian Education.

105. The statement given in the margin shows the progress English education has made during the three years this department has existed. It is now admitted that, whilst the masses of the population of India can only be educated through the medium of the vernaculars of the country, higher education can at present only be obtained by studying English. Add to this the fact that the study of a foreign language is of itself a powerful means of mental improvement, and the increase in the number of English scholars must be considered a matter of congratulation, it is a curious fact that a large number of the people of this province have so soon learned to value English. In nearly all Anglo-vernacular schools in Oude the boys would, if permitted, give the whole time to their English lessons; and when examining vernacular schools, I have been repeatedly asked by pupils and parents to send an English teacher, it being generally added that a compliance with this request would double the attendance. No doubt the motive generally is hope of profitable employment. In not a few instances, however, the object is to enable the learner to converse and correspond with European officers. Several talookdars keep private tutors for their sons, with the same object in view.

Years.	Number of Pupils learning English at the End of the Year.
1864-65	2,171
1865-66	2,759
1866-67	3,577

106. The following statement shows the number of pupils learning each language at the close of the year and the total number under instruction. It will be seen that 22 per cent. learn English. The causes which make Urdu more popular than Hindi have been noticed above (*vide* para. 32). As village schools increase, the proportion of Hindi will no doubt become larger:—

Number of Pupils at the close of the Year who learn						Total Number of Pupils.
English.	Urdu.	Hindi.	Persian.	Sanscrit.	Arabic.	
3,577	10,137	7,702	1,920	199	120	16,265

IX.—Book Depôt.

107. The arrangements for supplying educational books continue to work smoothly. English books, maps, &c., are procured from England, Calcutta, or elsewhere. Vernacular books, except a few of which the copyright is reserved, are printed in Lucknow. There is a depôt connected with my office, from which the stores kept for sale by head masters of zillah schools are supplied. The first cost of stock and all incidental expenses are charged to a fund of 10,000 rupees provided in the educational budget, and the produce of sales is paid from time to time into the Government treasury. Deputy inspectors obtain supplies of vernacular books direct from the printer, and pay for them from the cess. They supply village teachers, and deduct the cost, minus two annas per rupee discount, from the teacher's next month's salary. During the year 39,162 books, maps, &c., were sold for 5,885 rupees, being an increase of about 7,000 books, &c., and 1,000 rupees value, over the preceding year. Including books, &c., distributed as prizes, or supplied gratis for school use, the total number issued amounts to 44,564 worth 7,701 rupees.

108. On revising the several schemes of study, some of the existing vernacular books were considered defective, and it was thought desirable to revise and correct some, and prepare substitutes for others. The following new books have been prepared and printed during the year:—

1. *Múfid-ul-Mubtadi.*—A new Urdu Primer, by Babu Ram Chandra Sen, head master of the normal school, Lucknow.

2. *Baran Pi[illegible]asika.*—A new Hindi Primer, by the same.

3. *Bidya Chakra.*—A second Hindi Reader, translated from the Urdu *Daita-i-Ilm*, by Pundit Prithee Dutt.

4. *Bharat Varshi Brittant.*—A Nagri translation of the *Urdu History of India* (*Waqeat-i-Hind*), made by Pandit Magan Lall, of Canning College.

5. *Patra Dipika.*—A Nagri Letter Writer, by Pandit Kali Churun.

6. *Muntakhabat-i-Urdu.*—Parts I. and II.; Urdu Readers.

7. *Kánún-úl-múdárrisén.*—A Manual on Teaching and School Management, by Pandit Sheo Narain, Deputy Inspector of Schools, Lucknow.

8. *Gulzar Dabistan.*—An Easy Persian Reader.

9. *Nigar Danish.*—Selections from the Persian *Anwar-i-Saheili.*

109. Considerable inconvenience is felt from a want of good Urdu and Hindi maps. Those used in other provinces have been lithographed in India, and are confessedly very poor. The Calcutta School Book Society has published Bengali maps, but these are useless in Oude. There are now thousands of town and village schools in various parts of India in which good plain maps in the Persian and Hindi characters would be most useful. It would be a boon to education if the Government of India should be pleased to arrange with some experienced European map engraver to supply these requisites. To meet immediate wants, I have had a few good copies of maps made for tahsili schools. As an experiment also, a native printer was engaged to lithograph an Urdu-Hindi map of the Eastern Hemisphere. The result is fair, but is, of course, immeasurably inferior to the ordinary English maps used in elementary schools at home; these are engraved by European workmen of great skill and experience, surrounded by all the appliances that modern ingenuity has devised, and there is no doubt but that equally good maps, in Oriental characters, could be made by the same agency, if the Indian Government undertook to buy a fair number of copies.

EXTRACTS from the REPORT of the Director of Public Instruction in the Central Provinces, 1866–67.

B.—FINANCIAL AND GENERAL STATISTICS.

7. The actual expenditure during the year was as follows:—*

	From Imperial Funds.			From Local Funds.		
	Rs.	*a.*	*p.*	*Rs.*	*a.*	*p.*
Direction and its Subsidiary Charges -	16,658	6	1	275	–	–
Inspection and its Subsidiary Charges -	51,687	8	–	2,264	5	9
Instruction, including all Educational Expenditure not coming under the above heads - - - - - -	88,116	14	3	2,31,730	2	3
TOTAL - - - *Rs.*	1,56,462	12	4	2,34,269	8	–

8. The

* It must be borne in mind that in this and all statements, the figures relate only to 11 months.

8. The amount expended on instruction in the different grades of schools is given below:—

CLASS OF SCHOOLS.	Number.	Pupils on the Rolls.	Average Daily Attendance.	Expenditure from Imperial Funds.	Expenditure from Local [illegible]	Total Cost of Educating each Pupil.	Total Cost to Government for Educating each Pupil.
Government Institutions:				*Rs. a. p.*	*Rs. a. p.*	*Rs. a. p.*	*Rs. a. p.*
Higher Class - - - -	1	241	228	13,694 4 9	1,867 6 –	68 4 1	60 1 –
Middle „ A. - - -	9	1,742	1,142	14,811 15 9	6,169 10 7	18 6 –	13 5 1
„ „ B. - - -	15	2,010	1,464	9,528 14 10	6,502 2 –	10 15 2	6 8 2
Lower Class A. - - -	81	7,185	4,996	27,635 15 1	19,417 2 3	9 9 5	5 10 1
„ „ B. - - -	577	22,573	14,781	705 11 6	1,15,248 4 4	7 13 6	– – 9
„ „ C. - - -	130	3,621	2,116	650 – –	15,335 6 8	7 3 11	– 4 11
Normal Schools A. - - -	1	65	41	1,583 13 2	4,553 8 4	149 11 1	38 – 7
„ „ B. - - -	4	60	82	1,419 14 6	4,508 7 3	72 4 9	17 5 1
„ „ C. - - -	1	19	19	- - -	4,461 10 4	231 13 2	—
Private Institutions:							
Higher Class - - - -	1	225	177	2,400 – –	3,110 1 3	31 2 1	13 8 11
Middle „ - - - -	7	838	676	9,137 14 –	9,221 14 9	27 2 7	13 8 3
Lower „ A. - - -	249	11,318	6,163	6,548 6 8	22,485 4 2	4 11 4	1 1 –
„ „ B. - - -	493	8,218	6,419	- - -	17,989 8 4	2 12 10	—
„ „ C. - - -	1	22	20	- - -	859 12 –	42 15 10	—
TOTAL - - -	1,570	58,137	38,234	88,116 14 3	2,31,730 2 3	8 5 10	2 4 10
Police Schools - - - -	- -	1,714	—	—	—	—	—
Gaol Schools - - - -	- -	1,942	—	—	—	—	—

SECTIONS II. and III.—COLLEGES.

9. Four pupils of the Saugor School attempted the University Entrance Examination, but they all failed in the English Examination, and two of them failed in Mathematics.

SECTION IV.—GOVERNMENT SCHOOLS.

I.—SCHOOLS OF THE HIGHER CLASS.

Sangor School.

11. In last year's report, this was the only educational institution in the Central Provinces which showed no progress. I regret to say that this year's return shows retrogression. The numbers on the rolls have fallen from 270 to 241; the fees from 1,078 rupees to 884 rupees; the total cost per pupil has risen from 49 rupees to 68 rupees; the cost to Government from 44 rupees to 60 rupees. Though the numbers have decreased during the last few years, the proportion of senior to junior students has greatly increased; in the three senior classes there are 43 pupils; in the three middle, 63; and in the four junior, 135. The average daily attendance also is very good, being 94 per 100. As already stated, no student succeeded in passing the University Matriculation Examination. I held an examination of the senior classes in the end of January last, and was disappointed with the results.

II.—Schools of the Middle Class (A).

12. In this are included all Anglo-vernacular schools, with the exception of Saugor, and these are sub-divided into zillah schools (A), and town schools with an English department (B).

13. In last year's returns there were nine schools and 1,539 pupils; there are now 24 schools, with 3,[illegible] pupils.

All the schools under B are supported one-half by fees, subscriptions, and donations, and aided by an equal amount from Government. Ten have been established during the last year, of which four are in the Mahratta districts of the southern circle. For this class of schools the course of study introduced is of a lower standard than that for zillah schools; but should pupils wish to prosecute their studies up to the university entrance standard, I trust they may be enabled to do so by means of the scholarships proposed by me in July 1866.

24. As regards efficiency, I place those which I had an opportunity of seeing during the year in the following order, Kamptee, Chanda, Boorhanpore, Bhundara, Hoshungabad, Hinghunghat.

Town (B).

25. The only schools now in this class which existed previous to the year 1866-67 are the following:—

During the year 1866-67 this school, which before had existed as a grant-in-aid institution, was amalgamated with the town school, and now constitutes a promising Anglo-vernacular institution of 151 pupils, of whom 41 are studying English.

Khundwa.
Masters - - 4
Pupils - - 151

26. This grant-in-aid school has also become a town school with an aided English department; during the year the number of English students has remained at 24.

Burwai.
Masters - - 3
Pupils - - 101

27. There are 98 boys attending this school, of whom 27 learn English.

Budnoo.
Masters - - 4
Pupils - - 98

28. In 1865-66 this was a grant-in-aid English school, giving education to 51 boys in English; since its fusion with the town school, the numbers studying English have decreased to 32; but this decrease I have reason to believe is only temporary, and caused by an indifferent teacher, who has been replaced, and by want of proper accommodation; this also will soon be remedied.

Dumoh.
Masters - - 5
Pupils - - 195

The schools of this grade, which in 1865-66 only numbered five, now number 15; and since the close of 1866-67 up to the present date, 11 more have been actually established, and applications for grants to three others have been submitted to Government.

III.—Government Schools, Lower Class.

Vernacular Town Schools (A).

29. At the close of 1865-66 there were 96 schools, with 8,494 pupils; this year there are 81 schools, with 7,185 pupils. The decrease is caused by the transfer of 15 schools to the middle class, the town's people having subscribed for the addition of an English department. One town school in the city of Jubbulpore was closed at the end of the year. Mr. Champion, of the Church Mission Society, having undertaken to supply its place by a branch school from his Anglo-vernacular institution. Notwithstanding that 15 of the most flourishing of this class of schools have now passed into another category, the average number of pupils per school remains at 88. The average daily attendance is now 68 against 65 last year. The fees amounted to 2,243 rupees against 2,767 rupees in 1865-66. The cost to Government per pupil was *Rs.* 5. 10. against *Rs.* 5. 11. the previous year.

30. In my last year's report, the want of funds was pointed out as the cause why these schools had not made so much progress as they ought to have done. It has been found impossible to increase further the grant from Imperial revenues towards these schools. But the need for further funds was urgent, for, as I pointed out early in the year 1866-67, each master had, on an average, 49 pupils, and that the average pay of each master was *Rs.* 12. 2. The total Government grant for the masters of these schools was 24,072 rupees. An additional grant of 7,368 rupees was in February last made from municipal funds, and 2,532 rupees from the 2 per cent. school cess; and I trust that next year's results will show a great improvement in the acquirements of the pupils. At present the proportion of boys in the lowest classes is very large; but this is not to be wondered at when the paucity of masters is considered. I may note one instance where one master had to teach 131 boys, divided into five classes, his only assistant being one pupil teacher.

Village (B).

34. This year's returns show 577 schools with 22,573 pupils, being an increase over last year of 31 schools and 3,589 pupils. There has been a decrease of three schools in Jubbulpore and one in Nimar; an increase of 10 in Raepore, six in Wurdah, five in

Seonee, four in Chanda, three in Sumbulpore, two in Hoshungabad, Chindwara, and Nagpore, and one in Mundla.

An increase of pupils has taken place in nearly every district; there is a falling off of eight pupils in Hoshungabad and 41 in Belaspore. In the following districts the increase is marked :—

Chindwara	[illegible]	cent.
Seonee	[illegible]	,,
Raepore	48	,,
Chanda	43	,,
Bhundara	38	,,
Nagpore	34	,,
Wurdah	33	,,

The average number of boys per school is 38, being four more than in last year's returns. The fees in 1865-66 were 3,016 rupees; this year they amount to 2,753 rupees.

Girls' (C).

37. The numbers have increased from 91 schools, with 2,361 pupils, to 130 with 3,621 girls. There is an increase of nine schools in Jubbulpore, seven in Chanda, five in Sumbulpore, four in Nursingpore, Nagpore, and Hoshungabad, two in Bhundara, and one in four other districts.

38. Several of these schools have made wonderful progress, but a large proportion of them is next to useless, and for the reasons given in para. 22 of last year's report, I cannot recommend their increase, except as therein stated, where the people are willing to pay fees, or in a district like Chindwara or the Upper Godavery, where as yet not a single school has been established. Perhaps the best girls' school in the Central Provinces is at Bhundara, where there is an efficient native Christian schoolmistress, the school-house is a free building, situated in a prominent part of the town, and there are several native gentlemen, both official and non-official, who take a real interest in its progress; ladies from the school committee. There is another good school also in the Bhundara district, at Kamptha, established and well looked after by the late tehseeldar, Kesho Seoram, whose daughter was one of the most advanced pupils. Further still, from European influence, there is a creditable girls' school at Hutta, with the daughter of the zemindar, Gunput Rao, in the senior class. There is also at Burwai, in Nimar, a school containing 51 girls; the highest class being equal to the third in a boys' school; besides reading, writing, and arithmetic, the girls are taught embroidery: all the pupils are the relations of the most influential people of the town; and on the examination day a large number of the townspeople assembled and seemed delighted at the educational triumphs of their young relatives. The success of this school is due to the tehseeldar, Mahadeo Rao, who appears to be a strong advocate for female education. Another good girls' school is to be seen at Wurrora; it meets in the house of Aurbaji Patel, a well-known and much-respected landholder of the Chanda district; his daughters and nieces form the senior class. There are several other girls' schools in good order in different districts; but I have specially noticed the above, in order to show that where any person of note and position takes a girls' school under his patronage, its success is almost certain; girls of the better class attend; and instruction given to those in easy circumstances is more likely to be permanent and beneficial in its effects than instruction given to the children of labourers. On the other hand, I regret to say that the larger proportion of girls' schools in the Central Provinces do very little good; they assemble generally in some out-of-the-way corner of the towns; no one except the district inspector goes near them; the attendance is exceedingly irregular; the pupils are infants of five or six years of age; and their acquirements *nil*. It is to the increase of schools of this description that I object,—the money expended on them could be turned to far better account in educating boys.

Police Schools.

39. These schools consist of two kinds; one for the education of constables in their police duties, and the other for the education of the children of policemen. In the former there are 1,250 adult students, and in the latter 464.

The inspector general of police has, during the year, introduced the same course of instruction into these schools as is prescribed for all Government village schools. Many of them are in capital order; perhaps the best is at Saugor: the Dumoh, Raepore, and Chindwara schools are also very good, and far above the average of ordinary village schools.

JAIL SCHOOLS.

40. At the close of the year there were 1,855 males and 87 females under instruction; of these, 249 males and 5 females were able to read and write; and 1,447 males and 36 females who could read but not write; and of that number only 137 could read previous to admission; 1,564 persons have, therefore, been taught to read during their imprisonment. The most satisfactory progress has been made, as was to be expected, in the central jails at Nagpore and Jubbulpore; among the district jails, Seonee and Nursingpore stand best.

For the central jails, paid teachers should be employed.

Castes and Languages.

Castes.

41. In the returns of the castes of pupils attending Government schools (not including police or jail), I find that there are now—

33,259	Hindoos.
2,863	Mahomedans.
1,394	Others.
37,516	

42. I last year remarked on the large number of Mahar (low caste, or out-castes) boys attending the Government schools in the Bhundara district; many of these boys are making great progress; there are also several promising Gond boys to be met with in the Bhundara schools. At the Moharee and Toomsur town schools, separate buildings have been erected for the Mahar boys; this I cannot but regard as a mistake, and tending to keep up a distinction which no Government department ought to recognise. These buildings might be used for the lowest school class, but not for the out-caste Mahars. As a comment on this exclusiveness, I may mention that the very best village school in the Jubbulpore district, with an attendance roll of over 50 pupils, has a Mahar teacher.

Languages.

43. The languages taught are as follows:—

English	1,278	Ooriya	1,594
Mahratti	11,728	Tamil	29
Hindee	20,789	Telugu	235
Urdu	3,567	Sanskrit	11

44. The increase of students during the year in the different languages has been as follows:—

English	44 per cent.	Urdu	8 per cent.
Mahratti	34 „	Ooriya	16 „
Hindee	12 „		

45. The fees in all Government schools have, during the year, increased from 8,930 rupees to 9,097 rupees. Allowing for the shortness of last official year, this shows an increase of about 10 per cent.; though not large, I do not think it unsatisfactory, when the extreme dearness of the common necessaries of life throughout the Central Provinces last year is considered. For the same reason the subscriptions and donations have fallen from 37,096 rupees to 34,245 rupees.

Normal Schools.

Anglo-Vernacular for Males.

46. During my absence in Europe in 1865, English had been introduced into the Nagpore normal school; the students, however, were not such as were likely to make much progress; they were merely the most promising of the candidates for vernacular masterships, and having to begin a new language late in life, I did not think they would ever be good enough scholars. I therefore abolished the class, and called for candidates who had already attained a fair knowledge of English in our zillah schools; 10 students were at once obtained. For this department application was made in July for the institution of 20 scholarships—10 at 10 rupees, five at 12 rupees, and five at 15 rupees per mensem; but up to the present time sanction has not arrived, and the small candidates' class is still supported by advances from the 2 per cent. cess. Besides the students training for masterships, I proposed to admit to these classes a limited number of students from all Anglo-vernacular schools in the Mahratti districts who might wish to read for the entrance examination of one of the universities. The English students have already made great progress, and several of them are superior in acquirements to the class of men we have hitherto obtained from the Bombay Presidency as assistant English teachers.

Nagpore.
Masters - - 2
Pupils - - 65

47. The Mahratti department of the normal school is divided into three classes with 65 students (inclusive of the 10 reading English). Of these, 55 are stipendiary and 10 free. Owing to the great increase in the cost of living, the stipends of 3 rupees per mensem were abolished, and the following instituted, viz., 15 of 6 rupees, 15 of 5 rupees, and 15 of 4 rupees. Consequent on this increase, applications have been frequent and selection has been possible. During the year 31 men were rejected after a short trial, while 47 men obtain certificates after completing the prescribed course of study; of these, 4 passed for masterships of town, and 42 of village schools. A large Government building in the city has been made over for the use of this normal school, and as soon as some alterations and repairs are completed, it will be possible to offer accommodation to about 50 boarders.

Mahratti Department.

50 boarders. At the request of the students themselves, morning and evening classes have been established, and are very well attended; these classes are superintended by the assistant master. After the half-yearly examination, in the beginning of this month, 20 of the most deserving students were sent on a week's excursion to Bombay under charge of the head master. This, I thought, would be a good finish to their school training.

Vernacular (B).

Jubbulpore.
Masters - - 2
Pupils - - 30

48. At the October examination only five students obtained certificates, but at the close of the year 21 were pronounced qualified as village and two as town schoolmasters; only eight, however, had studied both Urdu and Hindee. A practising department has now been added to this institution, where the students will be trained in the practice of teaching. At present this school is far behind the vernacular department of the Nagpore normal school.

Hoshungabad.
Masters - - 2
Pupils - - 16

49. I had an opportunity of seeing this school in January last, and did not consider it in a satisfactory state; it has suffered from want of inspection; the masters had become careless, and pupils, instead of being lads from our town and village schools aspiring to become teachers, were, for the most part, elderly men, reduced to take to teaching as a means of livelihood. At the October examination none received a certificate; and up to the close of the year no further examination had been held. The district officers were asked to obtain a supply of a better class of pupils, and the inspectors will, in future, visit and examine the school more frequently.

Raepore.
Master - - 1
Pupils - - 10

50. In last year's report this school was not favourably mentioned. Fifteen men have obtained certificates during the year, four of the higher or town school grade. The school has met hitherto in the same building as the zillah school, but a separate house has now been obtained, affording lodgings to the pupils.

Belaspore.
Masters - - 4
Pupils - - 10

51. A small class of four men are now under training as masters at the town school of the place; when these are certificated, the training class will not be kept up.

Nimar.

52. At the beginning of last official year a normal class consisting of 15 pupils was sanctioned for Nimar, as a temporary measure. The class was closed on the 1st of January, 12 of the students receiving certificates; two of the men who failed subsequently received certificates from the inspector, Mr. Browning, on his visiting Nimar in March.

Vernacular Female (C).

Normal School.
Master - - 1
Pupils - - 19

53. The progress made by the women attending this school at Nagpore has been very slow; they have now been 18 months under tuition, and the highest class are reading the 4th Mahratti book; they write slowly from dictation, and work sums in the four simple rules of arithmetic; the acquirements of the highest class are thus not great; but in order to test the experiment of having female teachers, the inspector will, before the monsoon, select a few of the most promising, and place them in charge of girls' schools in the districts. An excellent building has lately been bought for this school; but we have hitherto failed to obtain a qualified female teacher. A trained native female from Bombay taught here for some weeks, but it was impossible for her to remain, owing to her previous engagement as mistress of a girls' school in Bhundara.

Section V.—Summary.

In the whole of the Central Provinces there is, on the average, one school in every block of 7¼ miles square. The district in which schools are most thickly planted is Nursingpore, where one is found in every 3½ miles square; in Hoshungabad, Jubbulpore, Saugor, and Sumbulpore in five miles; in Nagpore, Dumoh, and Nimar in six miles. The districts in which schools are most sparsely distributed are the following:—

Upper Godavery, 1 in 14 miles square.	Chanda, 1 in 13 miles square.
Mundla - - 13 „	Raepore - 12 „

But in connection with these figures the very large proportion of waste land in the Upper Godavery, Chanda, and Mundla districts must be considered. Again, as regards pupils, it will be found that throughout the Central Provinces 1,000 inhabitants furnish only seven pupils. The district which shows best in this respect is Sumbulpore, where there are no less than 30 pupils per 1,000 of population; the next best districts are Saugor and Nursingpore, but they show only 12 per 1,000; the next in order are—

Dumoh - - - -	11	Hoshungabad - - -	7
Nimar - - - -	10	Wurdah - - - -	6
Bhundara - - - -	7	Nagpore - - -	5
Jubbulpore - - - -	7	Chindwara - - - -	5

The worst is Raepore, where the average is under two; in Belaspore and Seonee the average is only 3.

66. In comparing one district with another as regards school attendance, the populousness of the individual villages must be considered; districts with a large amount of level cultivated land, such as Nagpore, Bhundara, Hoshungabad, and Nursingpore, have a larger population

population per village than hilly districts, like Mundla, Chindwara, and Seonee; and it is only reasonable to suppose that there are many more villages in Hoshungabad in which it is possible to open a school with a prospect of success than there are in Mundla; the average population of the former being 380 souls, and of the latter 104.

Another point which must be borne in mind is, that in the districts which formerly formed the S[illegible] and Nerbudda territories, vernacular education under State inspection, and with State [illegible], existed for many years before it was introduced into the Nagpore territories; and in Chutteesgurh, 4½ years ago, not a single teacher of any kind was procurable.

67. After, therefore, duly considering these points, also the statements regarding classes, given in paragraph 35, which show the acquirements of the pupils, it appears that among the old Saugor and Nerbudda districts, education has progressed most in Saugor, Dumoh, Hoshungabad, and Nursingpore, and that it is most backward in Seonee. In Nimar before its amalgamation, two years ago, with the Central Provinces, vernacular education had been introduced by Major Keatinge, and fostered by his successors, and the returns now show it little behind our best districts.

Turning now to the Nagpore territory, the Bhundara district stands first; the Raepore and Belaspore zillahs are by far the most backward in the Central Provinces. Again, on the borders of both these districts, cut off, it is true, by a broad belt of jungle, and inhabited by a different race, speaking a different language, is Sumbulpore, where the greatest enthusiasm prevails in erecting school-houses and in supporting teachers. Vast strides were made in this district during 1865-66, and in 1866-67 the progress has been even still more marked. The schools have increased from 141 to 208, and the pupils from 6,924 to 11,343. Were the same desire for education to extend to the other districts of the Central Provinces, there would be nearly a quarter of a million of children under instruction. The expenditure in Sumbulpore from private sources has been very large, aggregating 26,925 rupees, viz., 13,682 rupees on the pay of masters, 5,705 rupees on building private school-houses, and 7,538 on the erection of buildings for Government schools. These figures need no comment; they show how thoroughly the interest of the people has been enlisted in the cause of education.

Section VI.—Scholarships.

68. During the year only *Rs.* 877. 3. 7. were expended under this heading, and these were disbursed from the fee funds of schools, the Imperial allotment of 1,000 rupees having, by some unaccountable mistake, been omitted in the budget. Of the above sum, 576 rupees were given as scholarships to the Saugor school, and an average of 60 rupees to the other seven zillah schools. A considerable increase to the allotment was applied for in July last, but it has not yet received the sanction of the Supreme Government.

Section VII.—Employment of Students in the Public Service.

69. The following shows the number of pupils employed during the year:—

Circle.	Employed in Educational Department.	Other Government Employ.
Northern Circle - - - -	5	—
Southern „ - - - -	61	—
Eastern „ - - - -	16	76

70. During the year certificates of Educational proficiency were granted to 349 candidates, viz., at—

Nagpore - - - - - - - - - -	299
Jubbulpore - - - - - - - - -	13
Saugor - - - - - - - - - -	-
Raepore - - - - - - - - - -	37
Total - - -	349

The following rules have been substituted for those hitherto in force:—

Hereafter no one will be eligible for employment except—

"I. Matriculated students of a University.

"II. Holders of certificates issued by the Examining Boards under Book Circular XXIX., dated 28th July 1863.

"III. Holders of certificates from the Director of Public Instruction under the present Rules:—

"2nd. Certificates of qualifications will in future be of three classes:—A first-class certificate (A) will qualify for admission into either English or vernacular offices. A second-class certificate (B) will qualify for vernacular offices only. Certificate (C) will be granted to candidates to offices where a knowledge of the vernacular is not required.

"3rd. Certificates will be awarded in Government schools, or in schools under Government inspection, by the inspectors of circles at the time of the annual examinations, and they will be forwarded for registry and counter-signature to the Director of Public Instruction.

"4th. Candidates for Government employ, not being educated at Government schools, will, in writing to Zillah or Circle Inspectors of Schools before the 1st of June of each year, state for what grade of certificate they wish to compete. On the receipt of these applications, the Director of Public Instruction will make arrangements for holding local examinations, which will be duly notified in the 'Gazette' and in the 'Sircaree Akhbar.'

"5th. No one under 18 years of age will be examined.

"6th. The list of candidates passed under the three different standards will be published in the 'Central Province's Gazette,' and from these lists the nominating officer will make his selection.

"7th. No one is admissible into the service under the age of 18; and all candidates for appointments that give a claim to pension must produce a certificate of sound bodily health from a medical officer."

71. One gratifying feature connected with employment in the public service is the large number of young men, who, after a short service in the educational department, find employment elsewhere, especially in the revenue and judicial branches of the service: it has hitherto been the rule that when any man has done well in the educational department for at least one year, he may take a better appointment wherever he can get it; and the educational department has frequently of late formed a stepping-stone to some of the best appointments in the subordinate grades of the service, and also led to lucrative private employment.

Section VIII.—English Language and Indian Education.

Circle.	Number Learning English in 1865–66.	Number Learning English in 1866–67.
Northern Circle - - - -	777	672
Southern „ - - - -	586	1,109
Eastern „ - - - -	153	223
Total - - -	1,526	2,004

This being an increase of 31 per cent.; the increase in 1865-66 was 23 per cent.

Section IX.—Book Depôt.

72. The sales during the year in the depôts, and amounts realised are as follows:—

		Price.		
		Rs.	*a.*	*p.*
Number of books sold - - - -	54,223	14,086	3	7

This shows a considerable falling off; last year the sales amounted to 66,435 books, and prices to *Rs.* 16,578. 1. The rural "Gazette" sales have increased from 716 per mensem to 837; the inspector general of police now subscribes for a copy for each station-house and outpost.

Government Central Museum.

73. During the year a catalogue of the articles of the Museum has been prepared; but owing to the geological department being still unarranged, it is not, in my opinion, advisable to have the catalogue printed. The geological is by far the most valuable of the collections, and it is much to be regretted that no one competent to arrange and name the specimens has yet been procured.

The catalogue of the Museum library was printed during the year. Books of reference of the value of 700 rupees have lately been added to the library, and Dr. Watson's valuable work on Indian manufactures was presented by the Government of India.

From 1st May 1866 to 31st March 1867 the Museum was visited by 75,796 persons, of whom 65,202 were native males, and 8,451 native females.

74. The

CONCLUDING REMARKS.

74. The results of the year's work may be thus stated:—Schools of all classes have increased from 1,441 in 1865-66 to 1,570 in 1866-67; and pupils have increased from 46,738 to 58,137, or 24 per cent. Purely Government institutions have increased from 749 with 31,8[illegible]pupils to 819 with 37,516, being an increase of 18 per cent. The cost of these Gove[illegible]nt schools has increased from 2,34,406 rupees in 1865–66 to 2,48,094 rupees for the 11 months of 1866-67; the total cost to Government for educating each pupil, calculated on the average daily attendance, was *Rs.* 2. 13., or adding 1-11th, it stands exactly as it did for the year 1865-66, a fraction over 3 rupees. Again, dividing the total amount expended during the year under all heads by the average daily number of pupils in all classes of schools, the rate per head is shown as *Rs.* 10. 3. and the cost per head to Government *Rs.* 4. 1. against *Rs.* 10. 13. and *Rs.* 4. 5. in 1865-66. The total amount of subscriptions, donations, and fees paid from private sources has reached the large sum of 87,589 rupees against 53,667 rupees in 1865-66.

EXTRACTS from the REPORT of the Director of Public Instruction of *Coorg*, 1866–67.

THE central school at Mercara has in it 147 boys, whose progress in the various subjects of study appears to have been, on the whole, satisfactory, though interrupted by their irregular attendance, caused by the unusual amount of sickness which prevailed during part of the year. The course of study pursued extends over a period of eight years, and the youths who have been able to remain in the school till the completion of the course are well qualified for the duties of active life in which they have to engage.

But the position and character of a school are now determined by the number of students who matriculate from year to year. This test has not hitherto been applied to the central school at Mercara, as the course of instruction differs from that prescribed by the university for matriculation. It is desirable, however, that such modifications should be introduced as will give the advanced scholars a chance of competition for university honours, and the attention of the principal shall be called to this subject.

1. The central school numbered, on the 31st March 1867, 147 boys, of whom 81 were Coorgs, 21 Mussulmans, and 45 others; the average daily attendance was 81. Of these 147 boys, 100 learned English, 128 Canarese, and 81 Hindustani; and the annual cost of educating each pupil was *Rs.* 110. 5. 9. to Government. The schooling fees amounted to *Rs.* 220. 5., which sum was expended for the purchase of an air-pump, for paying the balance due for an electric machine bought last year, and for the "Illustrated London News."

2. The number of boys in the 24 Government vernacular schools is 799, of whom 600 are Coorgs, and 199 others, with an average daily attendance of 604 children, amongst whom are 30 girls. The cost to Government is *Rs.* 4. 14. 1. per head per annum.

3. Classified according to the social position of the parents, I ascertained the following exhibition:—

A. *The Central School.*—There are 13 children of those who possess land without employment, and 82 children of parents who hold employments and land; and amongst these, 72 children belong to owners of more than 1,000 butties, and 10 children to owners of less than 1,000 butties of land; five boys belong to parents who are in employment, but without land; nine boys are the sons of farmers; 28 the sons of merchants, and 24 belong to neither of these classes.

B. *Of the Government Vernacular Schools*, I am able to account for 577 boys only, owing to changes and non-receipt of returns; 500 are the children of landowners without Government employment, and 77 of Government officials with land; 10 children only belong to farmers. Of the 577 children belonging to landowners, 168 are the sons of owners of more than 1,000 butties, and 409 the sons of owners of less than 1,000 butties of land.

4. In the vernacular schools no schooling fees have as yet been levied; but next year when all the school-houses which are built at the expense of the ryots, shall have been finished, a small fee of half an anna per mensem may be introduced.

5. The books in use in the vernacular schools are, Balashikshe, and I. and II. Book of Lessons, Colenso's Arithmetic, Mangalore School Grammar, Cave Male or Canarese Anthology, and Map of India.

Of private schools there are but few of an insignificant, transient nature, and do hardly deserve Government support. Ten more Government schools, as the want arises, will be sufficient for many years to come. New schools will be opened this year in Kantamurnad, Fraserpet, and Hebale; and for next year I may recommend Codlipet, Shirangala, and a few other villages, whence petitions for schools have reached me.

I have had no opportunity of making myself acquainted with the Roman Catholic schools in Coorg.

EXTRACTS from the ANNUAL ADMINISTRATION REPORT* relative to the Progress of EDUCATION in *British Burmah*, 1866-67.

Classification of schools.

103. THE various schools in the province have been classified as follows:—

Government schools.
Middle class schools.
Anglo-vernacular and normal schools.
Female schools.
Village schools.

Government schools.

104. There are now four Government schools in the province, viz., at Maulmain, Akyab, Ramree, and Prome.

The number of pupils in the four schools at the end of the year was 440; they were favourably reported upon by the officers who were present at the examinations.

The net charge to Government for the above schools amounted to 14,768 rupees, and the amount of fees realised was 3,168 rupees.

Middle class schools.

105. There are two middle class schools, one at Rangoon, known as the Diocesan School, and the other, the town school at Maulmain.

The number of pupils in the former is as yet small, there being only 42 at the end of the year; but the attendance is now steadily increasing.

The school received a grant-in-aid of 2,000 rupees for the past year.

The town school at Maulmain is under the management of a Mr. Gilbert, and is well spoken of.

The number of pupils at the end of the year was 120. Government give a grant-in-aid to this school of 1,500 rupees.

Anglo-vernacular and normal schools.

106. There are 20 Anglo-vernacular and normal schools, a Rangoon, Maulmain, Bassein, Myanoung, Henzadah, and Toungoo. The number of pupils attending these schools at the end of the year was 1,988, exclusive of one school, from which no returns were received.

By far the most flourishing are the S. P. G. schools at Rangoon and Maulmain, under the able superintendence of the Rev. J. E. Marks and the Rev. J. Evans.

A good sound English education is given in these schools, which are better attended than any in the province, there being 240 pupils in the former, and 315 pupils in the latter at the end of the year.

Some of these schools receive no aid from Government; but the total amount of grants-in-aid to this class of schools and the female schools was, for the past year, 22,066 rupees.

Female schools.

107. There were 12 female schools in existence during the past year, the number of pupils at the end of the year being 501.

In these are included only those which are purely girls' schools. In some of the schools, as in the town school at Maulmain and Diocesan school at Rangoon, both boys and girls are taught; but these latter are not shown under this head.

Village schools.

108. Under the head of village schools, the returns show 233 schools and 3,989 pupils.

The greater number of these are under the superintendence of the American Baptist Missionaries, and principally established for the instruction of Karens. Government aided with grants 126 of these schools, the amount thus given being 7,143 rupees.

Native teachers in village schools.

109. Besides the schools above mentioned, and in addition to the education given in Kyoungs, or Budhist Monasteries, there are in all large towns and in most large villages several small schools under old men, who teach boys and girls a little reading and writing. These all do good in their way, and help to advance the cause of education, which is undoubtedly making steady and satisfactory progress throughout the province.

A Director of Public Instruction appointed.

110. During the year a Director of Public Instruction was appointed; this appointment was made chiefly with the view of attempting to introduce a system of elementary education into the Budhist Monasteries by distributing amongst them books of arithmetic, land surveying, and geography translated into Burmese. Operations were not commenced until September; the system has not, therefore, had a sufficient trial to warrant the pronunciation of an opinion as to its success or otherwise.

The late Director of Public Instruction, however, wrote most promisingly of the beginning made. Books, he states, were received more readily than was at first anticipated. The plan has as yet been tried only at Rangoon and Maulmain. The scheme was originated by the late Chief Commissioner, Sir Arthur Phayre. Toleration on the part of the monks, and a desire for instruction amongst the youth who attend the monasteries, may in due time evoke a spirit of inquiry and bring forth good results.

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* Owing probably to the death of Mr. Hough, the Annual Education Report is so meagre as to contain nothing available for compilation.

EXTRACTS from the ANNUAL ADMINISTRATION REPORT of the HYDERABAD ASSIGNED DISTRICTS relative to the Progress of EDUCATION, 1866–67.

83. A Director of Public Instruction was appointed to the province at the commencement of the year under report in the person of Dr. R. Sinclair, LL.D., and the following tables exhibit a progress which may be fairly deemed satisfactory. A director of Public Instruction appointed.

DISTRICT.	Number of Schools.	
	*1865-66.	1866-67.
Akolah	12	51
Oomrawutty	11	36
Mekhur	7	44
Woon	5	16
TOTAL	35	147

The increase in the number of pupils, and in the languages in which they are instructed, is thus shown as existing after the establishment of the department:— Increase of schools and scholars.

JUNE 1866.	English.	Marathi.	Sanskrit.	Hindustani.
Akolah	41	604	—	—
Oomrawutty	101	585	—	—
Mekhur	15	394	—	—
Woon	12	298	—	—
TOTAL	169	1,881	—	—

Note.—The Director of Public Instruction only joined his appointment in June 1866, and his Annual Report is not adapted for compilation.

MARCH 1867.	English.	Marathi.	Sanskrit.	Hindustani.
Akolah	338	2,163	251	426
Oomrawutty	332	1,522	97	178
Mekhur	214	1,309	75	273
Woon	146	773	—	—
TOTAL	1,030	5,767	423	877

Note.—In the table, the pupils who may be learning more than one language are, of course, shown more than once.

The actual numerical increase of pupils has been from 1,881 to 6,644, or 253·21 per cent.

84. The advance of instruction in English is very marked; the addition of Hindustani as a branch of education has attracted to the schools some proportion of the Mussulman population, who had previously held aloof from the movement. Sanskrit is being taught in 18 of the more advanced schools, and will, doubtless, have an excellent effect in giving an insight into the grammar of the vernacular Marathi, and gradually purifying its pronunciation in Berar. Several languages taught.

85. The

* That is before the department was instituted.

Educational Expenditure.

85. The expenditure in this department has been as follows during the year:—

	Rs.	a.	p.
Direction, inspection, and subsidiary charges - -	18,579	3	11
Schools (inclusive of all charges) - - - -	65,667	3	10
TOTAL - - - Rs.	84,246	7	9 (£.8,424)

Average cost of each pupil.

or *Rs.* 11. 3. (1*l.* 2*s.* 4½ *d.*) per annum for each pupil.

This is undoubtedly very high, and efforts will be made to effect a considerable reduction during the ensuing year. The average cost of each pupil during the same year in the Central Provinces was *Rs.* 6. 11. 6. (13 *s.* 4½ *d.*) But it may be borne in mind that, till the commencement of 1866–67, the Hyderabad Assigned Districts were hardly, if at all, furnished with educational appliances and machinery. The start had to be made, so to speak, from the beginning. In the expenses, therefore, shown as incurred in this year, are included such charges as those involved in the first institution of an office, in forming the nucleus of a library, in obtaining the most simple requisites for the schools, and in the numerous other charges which must be made, once and for all, as the outfit of every new undertaking. Perhaps, if this be considered, the expenditure, though large, will not be deemed excessively so; it has been defrayed entirely from the revenues of the province, which have proved well able to support the charge. But it is hoped that sanction will now be accorded to the ordinary educational cess of a per-centage on the land revenue, which will largely increase the local resources.

High Schools.

86. Two high schools have been formed, one at Akola and one at Oomrawutty, both capable of imparting an education which will enable a pupil to pass from them to his matriculation at the universities of Bombay and Poona. In the instruction of these schools, Dr. Sinclair himself takes a part, and exercises a personal superintendence, through which there is little doubt but that his own anticipation of success, so far as preparing individual students for the university is concerned, will be realised. Graduated scholarships in the town schools have been instituted, to be held, on the terms that the holder proceeds to these high schools; and, as soon as sufficient advance is made, the further institution of exhibitions, to enable the successful competitors to proceed to the university, is in contemplation. It is reported that the popularity attending the first competitive scholarship examination held at Akolah, and the public manner in which its results were awarded and notified, have had material influence in the impulse given to the cause of education generally throughout the province.

Educational appointments.

87. Four deputy inspectors have been appointed to the several districts on monthly salaries of 150 rupees (or 15 *l.*) each, and have given efficient assistance to the director. An English head master has been given to each of the two high schools; the total number of masters imported from the Bombay Presidency and distributed over Berar during the year has been 244, on salaries varying from 125 rupees to 30 rupees (or 12 *l.* 10 *s.* to 3 *l.*) per mensem. Their pay may appear in some instances high; but it is difficult to tempt to Berar men of cultivation sufficient to enable them to get their living elsewhere. A native of Poona can hardly be induced to settle down in the Woon district at all, and Dr. Sinclair may be considered to have exerted his influence beneficially for the province in attracting so many well educated men as have consented to come.

Classification of schools.

88. The following is the classification of the schools now existing:—

	High Schools.	Middle Class or Town Schools.	Lower Class or Village Schools.
Akolah - - - - -	1	7	43
Oomrawutty - - - -	1	6	29
Mekhur - - - - -	- - -	6	38
Woon - - - - - -	- - -	4	12
	2	23	122

Schoolhouses.

89. Three new schoolhouses only were opened during the year, those at Akolah, Oomrawutty, and Mulcapore; the want of such buildings is felt as the greatest impediment both to the extension and improvement of education in the other towns. The local funds are as yet hardly adequate to the expense of their construction; and though the inhabitants are not unwilling to assist, and in some cases have furnished or repaired some building for the purpose, yet what they have to offer in the way of accommodation is of a very poor sort.

90. The

90. The expenditure in donations, whether of books, maps, or prizes, has been 7,202 rupees (720 *l.*); the value of the books sold has been 1,948 rupees (194 *l.*), a small sum, a great increase to which may be expected next year. Donations.

91. On the whole, it may be submitted that an excellent start has now been made, and Dr. Sinclair expresses his acknowledgments of the way in which the minds of the people had been prepared for his reception, and of the assistance afterwards rendered to him by the district officers. General result.

EXTRACTS from the ANNUAL ADMINISTRATION REPORT* relative to EDUCATION in the Province of *Mysore*, 1866-67.

43. The report of last year (1865-66) showed an increase of 17 schools over the number established by, or supported by, grants-in-aid from Government. During the present year, the increase has amounted to 16 schools, making up a total of 97, of which 55 are Government schools, and 36 aided by the Mysore State. In these schools there are 5,966 boys and 569 girls under instruction. Progress of education.

44. A system of regulating the course of studies on a definite principle applicable to schools of all grades has been initiated during the year, and promises to secure good results. Course of instruction systematised.

The standard of instruction in each class has been fixed by prescribing a certain course of study, and certain text books.

45. For the Anglo-vernacular schools, six such classes have been established in addition to the Matriculation Class, while the course for the vernacular schools is embraced in four classes. By this means the standard which every school in the province has attained can at once be ascertained, and further, a comparison can be instituted between the several schools.

46. By applying the test thus obtained to the existing condition of the schools, is found that of the five superior English schools, two only, viz., Hassan and Shemoga, and of the inferior English schools. one, viz., Colar, have reached the standard of the first class, the Matriculation Class having been attained as yet in none. The standard prescribed for the second class has been reached in the three schools at Chickmoogloor, Chituldroog, and Hoonsoor, respectively, while the remaining schools of this description have not attained beyond the third, or even in some instances the fourth class standard. Attainment of Anglo-vernacular Schools.

47. The condition of the Canarese vernacular schools, when viewed by this test, is still more unfavourable than that of the English vernacular schools, for, in no case has a standard higher than the third class been reached. Attainments of Canarese Schools.

48. In judging, however, of the attainments of the schools, some allowance must necessarily be made for the strictness as well as the novelty of the test which has been applied to them. Future results of the new system.

In the absence of any such rigid classification as has now been adopted, it is natural that the subjects of study should have been as various as the taste and predilections of the teachers, and that scholars who may have been proficient in one, may have proved very deficient in others. Though the results of the new arrangement has, therefore, been in some degree unfavourable, it may be anticipated that the progress to be made hereafter will be of a more assured and satisfactory character.

49. The adoption of a system by which the course of instruction will be kept under strict regulation, makes it of importance that the inspecting agency should be most efficient, and with this view a proposal was submitted to Government, and has recently been sanctioned, for the appointment of a second European inspector. There will thus be two circles of inspection, one comprising the Ashtagram division, the Bangalore and Colar districts of the Nundidroog division and Coorg; and the other, the Nugur division and the Toomkoor district of the Nundidroog division. Increase to inspecting agency.

50. Measures have been adopted during the year to improve the efficiency of the schoolmasters, who, as remarked by the Director of Public Instruction, are from the very limited range of their knowledge, often disqualified to impart instruction of a high standard. For the future, it is intended that the student of the normal school shall be annually subjected to an examination which will test their attainments as well as their qualifications as teachers. They will be required to obtain certificates according to three standards, of which the first two will qualify them for the duties of first and second class assistant masters, and the third, for those of Canarese school teachers. Examination tests for schoolmasters.

The position of the native schoolmasters was alluded to in last year's Administration Report, as one that held out but little inducement to those who were seeking for a profession. The low rate of pay and the remote localities to which these teachers are often sent, are the principal subjects of complaint, and constitute a serious difficulty in obtaining a supply of efficient men for the department. The latter objection will be best met

* The Report of the Director of Public Instruction is not adapted for compilation.

met by adopting a system of relief; but the necessity of establishing a normal school at Shemogah, in the Nugur division, where the climate is often inimical to natives of other parts of the country, has now been recognised. A proposal to this effect was contained in the original scheme of education framed for the province, and has been justified by subsequent experience.

Indigenous schools.

51. The improvement which has taken place in the education supplied by the Government vernacular schools has manifested itself in the fact that indigenous village schools have, in some instances, been absorbed in the Government institutions, the overtures for this purpose having come from local teachers.

52. The efforts which have been made with the object of improving the condition of the indigenous schools have not, it is feared, proved successful as yet. It was thought that by increasing the facilities for the purchase of Canarese books published at the Government press, the local teachers might be induced to bring them more generally into use. The result has, however, been otherwise. Though several thousand copies of these books have met with a ready sale through the amildars of talooks, not a single one is found to have been introduced into the schools, a considerable number of which have been visited by the inspector.

Native method of instruction in Canarese Schools.

53. Some interesting information is supplied by the Director of Public Instruction as to the nature of the instruction which is imparted in Canarese indigenous schools:—

"A boy on entering begins with the study of the alphabet, the letters of which he learns to pronounce from the master, and to form by tracing them out with his finger on the floor in which they are cut, and then writing them on sand spread before him. The next step is to learn combinations of letters and then words of difficult pronunciation. At the same time he (the student) commits to memory an addition table, which is followed by the multiplication table, sometimes carried up to 100 times. Being now able to read, he practises on written papers of all kinds, and has daily exercises in writing upon a wooden slate or on paper. He also gets by heart portions of the "Amara," a kind of vocabulary in Sanskrit, of which he does not understand anything. In arithmetic he goes on to learn certain tables of money and weights, and in some cases, tables of fractions. Lastly, he is taught to read or intone poetry, written on the well-known leaf books commencing often with hymns for morning prayer, and in some schools going on to the learning of the Ramayana, Bharata, or other ancient works. No explanation whatever accompanies these exercises, the only object being to commit certain portions to memory * * * At the end of the whole course, therefore, a boy should be able to read, write, add, and multiply.

Native instruction in Hindustani Schools.

54. In the Hindustani Schools the course of study is described as follows:—"The alphabet and combinations of letters are first taught, and when a boy is able to read, he is given the Koran, a good deal of which he learns to repeat without knowing a word of its meaning. A good pronunciation is acquired by this practice of reading Arabic first. A great amount of attention is given to writing, to excel in which is an object of much desire. The multiplication table is also learnt. The boys then go on to learn Persian grammar and to read tales and poetry in Persian translating into Hindustani. They also practice writing verses in Persian. So far as language is concerned the scope of the instruction in these schools is not entirely unsatisfactory.

Defective instruction in indigenous schools.

55. The method of instruction in all indigenous schools is remarked upon as defective, while more attention should be paid to such subjects as arithmetic, grammar, geography, and history.

Scheme for registering indigenous schools.

56. The Director of Public Instruction has in the report sketched the outline of a plan, suggested by Mr. Rice, inspector of schools, for registering such of the indigenous schools as are willing to submit to periodical inspection, with a view to bestowing rewards where good results can be shown. As these views will doubtless, however, be embodied by Mr. Garrett in a practicable scheme, it is unnecessary to notice the subject further in this place.

High School.

57. The high school in Bangalore has continued to make steady progress. The report of the examiners, after an examination extending over twelve days, showed that good work had been done in all the classes during the year. The results of the University Examination were equally satisfactory. Seven boys passed the Matriculation, and four the First Arts Examination; of the latter, two were placed in the first class. There are now in the college department four students in the B.A. Class; eight in the First Arts Class; and 34 in the Matriculation Class.

Publication of uniform series of Canarese school-books for Madras and Mysore.

58. Arrangements have been made, in concert with the Director of Public Instruction in Madras, to publish the series of Canarese schoolbooks for use, both in Mysore and the Madras Presidency on a uniform plan. The advantages of this arrangement are that one department will derive benefit from the experience of the other, and that the issue of larger editions will reduce the cost of the works.

Book sales.

59. The sale of books throughout the province realised a sum of 10,025 rupees, being 40 per cent. more than the realisations of the previous year.

Schoolhouses.

60. The Director of Public Instruction remarks on the inadequate accommodation afforded

afforded in the schoolhouses which have recently been built on the standard plan provided by the Public Works Department. The subject will receive early consideration.

Grant-in-aid Schools.

61. These schools are distinguished under three heads viz., higher, middle, and lower class. The female schools form a fourth division.

Higher class.

62. The high[illegible]ss comprises four schools which are supported by grants-in-aid to the amount of 9,570 rupees. Of this amount the Bishop Cotton's School, which was established in 1865, receives 5,170 rupees per annum, and exhibits a cost to Government for each pupil of *Rs.* 191. 7. 6.; the cost in the other three schools of this class ranging from *Rs.* 8. 12. 9. to *Rs.* 17. 3. per pupil. The schooling fees in this class of schools range from 2 annas to 1 rupee per mensem.

Middle class.

63. There are eight schools comprised in the middle class, consisting of Protestant and Catholic institutions, at which 343 Hindus, 6 Mussulmans, and 455 Christians and others are instructed. The schooling fees range from ½ anna to 1 rupee, and the cost to Government averages about 8 rupees per pupil.

Lower class.

64. In this class are comprised chiefly Mussulmen and Hindu Schools. Of the 1,632 pupils borne on the books, no less than 1,297 are Mussulmans, and the remaining 335 are Hindus. The schooling fees range from ¼ anna to 4 annas per mensem, and the cost of each pupil to Government averages about 3 and 4 rupees.

Female school.

65. There are eight schools for girls supported by Government aid, and situated, with one exception, in Bangalore. The proportion of castes and sects is 398 Hindus, 5 Mussulmans and 166 others (including Christians). These schools are chiefly in connection with the Wesleyan and London Missions; that which receives, however, the largest grant, is the Catholic Seminary called "The Convent of the Good Shepherd," which was established in 1854.

Progress of female education among Mahomedans.

66. The education of Mahomedan girls has been hitherto confined to a few who receive instruction in the London Mission School in the Bangalore Pettah. A movement has commenced among the Mussulman inhabitants for the purpose of establishing a girls' school under their own direction, and as it has been largely supported by the more influential members of the community, it is hoped that the zeal of the promoters will not prove evanescent.

PART III.

IMPORTANT CORRESPONDENCE OF THE GOVERNMENT OF INDIA.*

I.

Branch Schools in the Punjab.

From *A. M. Monteath*, Esq., Under Secretary to the Government of India, Home Department, to the Secretary to the Government of the Punjab (No. 249, dated 23rd April 1866).

Referring to the "branch schools" mentioned in Major Fuller's "Half-yearly Report on Popular Education in the Punjab for the period ending 30th September 1865," I am directed to request that that officer may be called upon for a brief account of the system pursued in the establishment of these institutions, and the general results observed.

2. These schools appear to be in some cases important auxiliaries to the central zillah schools, and the information herein called for may, perhaps, be found useful for communication to the educational authorities of other provinces.

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* The principle upon which the following correspondence with the Government of India has been selected is, that either the subject is of general interest, or the decision conveyed in the particular case is capable of general application.

From *T. H. Thornton*, Esq., Secretary to the Government of the Punjab, to the Secretary to the Government of India, Home Department (No. 199, dated 4th June 1866).

IN compliance with your letter No. 249, dated 23rd April 1866, I am directed to forward copy of a report* by the Director of Public Instruction, on the system of branch schools established in the Punjab, in connection with the Government zillah schools.

* No. 162, dated 16th ultimo.

2. The Honourable the Lieutenant Governor desires me to add that there can be no doubt that the introduction of this system has marked quite an era in the progress and popularity of our schools, whether Government or aided, in which it has been adopted.

From Major *A. R. Fuller*, Director of Public Instruction, Punjab, to the Secretary to the Government of the Punjab (No. 162, dated 16th May 1866).

I HAVE the honour to submit, as follows, a brief account of the system pursued in the establishment of branches to zillah schools, and the general results observed, which was called for in No. 249, dated 23rd April 1866, from the Government of India, in the Home Department, received under your No. 153, dated 30th idem.

The first step is in concert with the Local Committee of Public Instructions, which, in the Punjab, consists entirely of native gentlemen without any admixture of European officials, and is consequently a fair exponent of genuine native opinion to ascertain, at the town where a zillah school is open, whether there are any large numbers of children who are deterred from entering it on account of its distance from their homes, and the rate of fee charged therein. It will generally be found that these reasons are alleged for non-attendance by a great majority, who would otherwise be willing enough to learn English and the other subjects systematically taught in a Government school, but excluded from the curriculum of a purely indigenous one. Overtures are next made to the most influential teachers of indigenous schools in the town to make their schools the nuclei of branches to the zillah school by countenancing the gradual addition of their own curriculum of the same text books and studies (including English) as are adopted by the lower classes of the zillah school. In return the teachers are allowed small stipends, obtained from any available source, such as municipal funds, local subscriptions, fees, and, perhaps, savings from the salary of a teacher in the main school. This suffices to enlist their sympathy in the cause and to turn and keep their influence, which is not to be despised, on the side of the more liberal and advanced education offered by Government. These indigenous teachers, however, can seldom do more than carry on the instruction of their pupils after the fashion of their forefathers. The new studies, and especially the elements of English, have, therefore, to be taught either by extra teachers, for which we scarcely ever have sufficient funds, or by monitors, selected from amongst the most advanced or most suitable and apt of the pupils in the main zillah schools. These monitors do the extra work of teaching in the branches for a couple of hours daily, in addition to attending their own classes for study in the zillah school, for trifling stipends; and some of the poorer ones are thus enabled to carry on their education much longer than their pecuniary circumstances would otherwise admit of their doing. The indigenous teachers have generally all along been in the habit of taking fees after their own fashion from the children; and the levy of such fees is now made stricter and more general, but the rate is kept considerably below that charged in the zillah school, often by expressly raising the latter, especially for the lower classes, so as to rid the main institution of the little boys who have not yet learnt their A B C, and induce all to get through the studies of the two lowest classes before entering the main zillah school.

The results observed are, that in most cities and large towns, especially at Delhi, where the system was first started towards the close of 1862, or beginning of 1863, these branch schools have become highly popular. Wealthy people even, who would not send their young children a mile or even half a mile away to the zillah school, and were at first prejudiced against the system of education pursued there, send them willingly to the indigenous teacher, who keeps a branch school in their own street or its immediate neighbourhood; and by the time the boys have gone through the better part of their old-fashioned curriculum, they have also imbibed a taste for other studies, including English, pursued at the zillah school, and show an eager desire to gain admittance, which, as a rule, is only granted after they have mastered some of the elementary books in a branch institution. By this means the *status* of the zillah school is greatly improved; its lower classes are gradually abolished one by one, beginning from the bottom; and that part of the work is left to the branches to perform. The attendance of boys following the zillah school curriculum is thus indefinitely increased, and the higher classes of the main school are kept well filled by periodical drafts of pupils from the branches. The zillah school-house would be utterly unable to contain the vast numbers, except by some arrangement of this kind which leaves all the most elementary scholars to be instructed in preparatory institutions. The popularity and prosperity of these institutions, moreover, are increased by appointing one or more native gentlemen of wealth and influence as the patrons of each. Wholesome emulation is excited; and, in some cases, a patron spends no inconsiderable

siderable amount of time and money in furthering the interests of the school which he has taken under his special care.

But it is needless for me to enter further into the advantages of the system. They must be evident at a glance. The only difficulties are—(1) to carry popular feeling along with the Government scheme of zillah school education; and (2) to find the funds for paying for the instruction of so many extra scholars. In the first respect we have, as a rule, been successful in the Punjab; in the second, I can only say we have made the most of the very limited amount at our disposal; so that the total cost of education per head in zillah schools has fallen from *Rs.* 44. 5., as it was during 1862-63, to *Rs.* 22. 2. 2. during 1864-65; and the year just closed will show an equally favourable result. I may also note that the average attendance for the above years has risen at the three great cities of Delhi, Lahore, and Umritsur from 282, 121, and 148, to 1,072, 545, and 901 respectively, and at other smaller places in something like the same proportion. At the present moment, too, the Delhi school has 25, and the Lahore 17, in their highest class preparing for the Calcutta University Matriculation; and the classes below are all almost equally large, and ready to move up year by year, simply because they are now well fed from below. I conceive that these results are mainly due to the establishment of these systems of branches of zillah schools, which, having been first begun at the Delhi Government School, has been extended, as far as funds and other circumstances would permit, to other Government schools, and has been adopted by the most energetic of the managers of superior aided schools. I may instance the Reverend C. Forman among these, who, by this means and at a very trifling increased cost, raised his school attendance at Lahore from 525 to 1,308 during the one year of 1864-65.

II.

Transfer to Imperial Funds of Charges debitable to Local Cesses.

Resolution By the Government of India, Home Department (No. 525, dated 3rd May 1866).

Read a Letter from the Government, North-Western Provinces, No. 1099 A, dated 2nd April 1866, forwarding a Tabular Statement, showing the increase of Grant proposed for the extension of Female Education in the 1st and 2nd Circles.

Resolution.—The proposed additional expenditure from Imperial funds may be sanctioned; but, in intimating such sanction to the Government, North-Western Provinces, it should be pointed out that the establishment of schools from the Local Cess Fund, in view to the future transfer of their cost to the Imperial revenue, is objectionable. Expenditure, which may appear to the Local Government to be not properly debitable to the Local Cess Fund, ought not to be incurred on that fund in anticipation of future transfer to Imperial revenue.

2. The Government, North-Western Provinces, should also be informed that the Government of India is not prepared to countenance the indefinite extension of female schools "supported entirely by Government," * * * * * * but the extension of the system should be carried out, as is now being done in some parts of the Punjab, on the grant-in-aid principle.

III.

In Applications for Increase to Teachers' Staff, Fee Receipts to be considered.

From *A. M. Monteath*, Esq., Under Secretary to the Government of India, Home Department, to the Chief Commissioner, Central Provinces (No. 1261, dated 28th May 1866).

I am directed to acknowledge the receipt of your Secretary's communication, No. 1217-97, dated the 4th instant, containing an application for a grant of 100 rupees per mensem in aid of the Roman Catholic Boys' School at Kamptee.

2. It is stated by the Director that the aid, if sanctioned, "is intended to be applied to improving the English teaching staff, and to adding two vernacular teachers;" but the proposed staff of teachers, as entered in the form of application, shows only the addition of two vernacular teachers on 15 rupees per mensem each, the pay and numbers of the existing teachers being the same as in the present scale.

 3. I am

3. I am to request that you will be good enough to explain the discrepancy above noticed.

4. I am also to take the opportunity of drawing attention to the very small amount of fees collected from the pupils. The sum of 50 rupees is entered in the statement as the annual income obtained hitherto from this source, and the same amount is entered in the corresponding column showing the anticipated receipts of the school, under this head, on its proposed footing.

5. Considering that there are 90 pupils in the school, of whom nearly half (40) are Europeans or Eurasians, the above-mentioned amount of fee income appears, in the absence of explanation, to be disproportionately small, for it gives scarcely 9 pie per mensem for each pupil on the average.

6. If the average monthly fee per pupil were raised to (say) 4 annas (which, considering the class of instruction to be given, cannot be regarded as high), the annual receipts on this account would amount to 270 rupees, the difference between which and the present amount would go some way towards meeting the objects which it is proposed to carry out by means of the Government grant.

7. It is to be remembered, I am to observe, that an amount of aid, representing (as proposed in this case) the full half of the anticipated expenditure, is the *maximum* which, under the Grant-in-aid Rules, can under any circumstances be given; but care should, of course, be taken not to give more than is shown in each case to be really necessary. The limited amount of public money which can be made available for grants-in-aid, and the yearly increasing demands for expenditure of that kind, makes it very necessary that every care should be taken in its disposal.

IV.

Admission of Native Christians into Schools Founded under Lord Canning's Minute of October 1860.

From *A. M. Monteath*, Esq., Under Secretary to the Government of India, Home Department, to the Honorary Secretary to the Calcutta Diocesan Board of Education (No. 1331, dated 30th May 1866).

I am directed to acknowledge the receipt of your letter, dated the 1st instant, inquiring whether the children of native Christians can be admitted into the schools founded under Lord Canning's Minute of October 1860.

2. In reply, I am directed to observe that, though there can be no doubt that the schools in question were intended for European and Eurasian children solely, yet that the Governor General in Council would not object to the reception of native Christians into any such school at the discretion of the committee. It must rest with the committee, however, in every case, to judge how far, in admitting native Christians, it will be carrying out the wishes of other subscribers to the school.

V.

Aid to Zillah School Buildings.

Observations—By the Government of India, Home Department (No. 4004, dated 27th August 1866).

Read an extract from the Public Works Department, No. 657A, dated the 23rd ultimo, forwarding a letter from the Punjab Government for opinion as to the extent to which aid should be furnished from Imperial funds in the construction of zillah schools, and whether, under the circumstances represented by the Punjab Government, there is any objection to the balance of the cost of the zillah school at Umritsur being defrayed from that source.

Observations.—In Bengal, endeavours have ordinarily been made to raise by subscription half the cost of erecting zillah schools; but in some instances where this has been found to be impossible, a less amount of subscriptions has been accepted.

2. In the North-Western Provinces there have hitherto been no zillah schools, and the question has never arisen; but in respect of Government tehseelee schools, the rules of the

the North-Western Provinces (which are also in force in Oudh) provide that the aggregate contributions on account of all the buildings proposed to be undertaken during the year should amount to "at least one-third of the whole expenditure proposed," thus allowing any surplus over and above one-third in the richer localities to cover deficiencies in poorer localities.

3. The North-Western Provinces rule might fairly be applied to all Government school buildings (whether for tehseelee or zillah schools). Indeed, in applying the rules of the North-Western Provinces to Oudh, it is observed that this rule was adopted as respects zillah school buildings, as well as tehseelee school buildings.

4. Local cess funds are not, strictly speaking, applicable, and should not in future be applied to the erection of buildings for schools not intended primarily for the education of the agricultural population—the 1 per cent. cess being in fact a contribution by the agricultural body only.

5. In the particular case of the Umritsur Zillah School, the debit of the balance of one-third of the cost to Imperial funds may be allowed.

VI.

ASSIGNMENTS TO SCHOOLS FOUNDED UNDER LORD CANNING'S MINUTE OF 1860.

From *A. M. Monteath*, Esq., Under Secretary to the Government of India, Home Department, to the Secretary to the Government of the Punjab (No. 4567, dated 14th September 1866).

* * * * * *

3. Under the provisions of Lord Canning's Minute of October 1860, the Government gives, in addition to an annual grant under the ordinary Grant-in-aid Rules, an equivalent to the sum collected from private subscriptions as a building or foundation fund; but in thus stating the actual provisions of Lord Canning's Minute, it was not intended in any way to supersede or modify the inquiry made previously in the letter of 30th January, as to whether it might not be better, in respect of a building or foundation fund, to give year by year an equivalent of the amount actually spent therefrom.

4. This inquiry, I am to explain, had reference to the apparent inexpediency of capitalising the Government grants-in-aid of building and endowment funds by giving large sums, which, so far at least as endowment purposes are concerned, can only be used for investment, instead of giving year by year an equivalent of the sums actually expended from such funds. And it was solely with the view of avoiding a demand for large grants of principal sums, and the consequent drain on the limited resources available annually to meet the current wants on account of educational expenditure, that the suggestion was made.

5. I am desired, however, to state, with reference to the objections urged against the proposal in the Bishop's letter of the 23rd April to Mr. Slater, that the Government of India would not wish to press the point, should the Bishop and others who may be interested in the establishment of the particular class of schools under notice, continue to regard the suggested change in an unfavourable light.

6. But if the existing practice be continued of giving in lump an equivalent of sums collected from private subscriptions towards building and foundation funds for schools established under the provisions of Lord Canning's Minute of October 1860, it will be desirable, I am to observe, that yearly statements should be required from the managers of such institutions, showing the balances at credit of the building and foundation funds respectively, as well as the income and expenditure of the funds for the year.

7. And it will be, of course, most essential to see that all expenditure on account of the school building properly debitable to the building fund, as well as all expenditure from the foundation fund, is carefully distinguished in the statement of yearly expenditure, so that it may be deducted in determining the amount of yearly current aid to which the school may be entitled under the ordinary Grant in-aid Rules.

VII.

NECESSITY OF ENFORCING FEE RATES IN ZILLAH SCHOOLS.

From *A. M. Monteath*, Esq., Under Secretary to the Government of India, Home Department, to the Chief Commissioner of the Central Provinces (No. 4807, dated 22nd September 1866).

I AM directed to acknowledge the receipt of your secretary's letter, No. 2921—270, dated the 4th instant, submitting reasons for which any immediate attempt to raise the

scale of tuition fees in the Nagpore City Mission School is considered inexpedient, and recommending that the augmentation of the grant-in-aid of the school applied for on the 9th July may be sanctioned.

2. In reply, I am directed to state that the Governor General in Council would not object to sanction the additional grant temporarily (say for one year), pending such further increase of the fees as will render the school independent of the additional aid from Government; but it is observed that the grant would be in excess of half the expenditure, the present actual disbursements shown in the detailed schedule attached to your secretary's letter of 9th July (489 rupees) and the additional 60 rupees proposed for the two English masters being only 549 rupees, while the augmented grant would be 320 rupees.

3. The deficiency may possibly be accounted for, to some extent, by expenditure of a miscellaneous kind other than on the teaching staff, or by setting down some expenditure (not shown in the statement) on account of the general superintendence of the missionaries. But, however this may be, it is necessary that, before the additional grant can be given, full explanation should be afforded on the point.

4. I am to take this opportunity of drawing your attention earnestly to the necessity of a careful revision of the rates of tuition fees in Government zillah schools, and of a strict attention to the necessity of enforcing the realisation of the rates. From the Education Report of 1864–65, it appears that the average fee actually realised was about 14 annas per annum from each pupil; a result which shows that even the very low monthly fee rates indicated as the prescribed rates in paragraph 23 of the report can be but imperfectly enforced. To fix a reasonable rate of fee for the several classes in the zillah schools is a matter of importance, not only from the means which an improved fee income affords of improving the condition of the schools, but from the strong motive which it affords for regular attendance. It is particularly important, moreover, that this matter should be prominently kept in view in the Government zillah schools; which should, in this respect, be examples to private schools of a like status.

VIII.

Right of Pre-emption of School Buildings.

From *A. M. Monteath*, Esq., Under Secretary to the Government of India, Home Department, to the Secretaries to the Governments of Bengal, Fort St. George, Bombay, the North-Western Provinces, and the Punjab; and the Chief Commissioners of Oudh, British Burmah, and the Central Provinces; and the Commissioner of Mysore; and the Resident at Hyderabad (Nos. 5556—65, dated 13th October 1866).

To the Advocate General, No. 4260, dated 4th September.
From the Advocate General, dated 20th September.

I am directed to forward, for the information of your information a copy of the correspondence noted in the margin, relative to the Government claim to pre-emption, under certain circumstances, of school buildings, for the erection, purchase, or enlargement of which aid is given by Government under the Grant-in-aid Rules, and to suggest that the course recommended by the Advocate General for placing the Government claim on a satisfactory footing be adopted in.

From *A. M. Monteath*, Esq., Under Secretary to the Government of India, Home Department, to the Advocate General, Calcutta (No. 4260, dated 4th September 1866).

It is usual in some parts of the country to give grants of money from the State towards the erection, purchase, or enlargement of buildings for schools under private management. The conditions under which such grants are made in any particular province are embodied in a published code of "Grant-in-aid Rules," applicable to such province.

One of the conditions is as follows, viz. :—

> "That, in the event of any building, towards the erection, purchase, or enlargement of which a grant may have been made by Government, being subsequently diverted to other than educational purposes, the Government shall have the option of purchasing the building at a valuation to be determined by arbitrators, credit being given for so much of the grant as may bear the same proportion to the whole, which the estimated value of the building bears to the total original cost."

2. I am directed to request that you will favour the Governor General in Council with your opinion whether the Government of India could legally enforce the right of pre-emption as stipulated for in the clause above quoted in the event of its being disputed; and if there be doubt in the matter, that you will state what you would recommend to be done in view to placing the Government claim on a satisfactory footing.

From *T. H. Cowie*, Esq., Advocate General, to the Under Secretary to the Government of India, Home Department (dated 20th September 1866).

I HAVE the hon[redacted] to acknowledge the receipt of your letter, No. 4260, of the 4th instant, relating to the conditions under which grants-in-aid are made to schools, and the sufficiency of such conditions to protect the interests of Government.

2. The codes of rules have not the force of law, and can only operate as being the terms of the particular contract with the grantee who accepts a grant with notice. Under the circumstances, I think the publication of the code would be noticed; and it may be (though as to this I am not informed) that applicants are obliged to state that they will accept the grant, subject to the conditions of the code, or that the Government letter assenting to the grant contains an express reference to the code.

3. Inasmuch as the right of pre-emption is a "contingent right or interest to or in land," within the meaning of the Registration Act, it is necessary to consider the effect of that Act with reference to the present question. Unless there is some writing on the part of the grantee to the effect that he accepts the grant on the terms laid down in the code, the right of pre-emption would rest merely on an "oral agreement or declaration," which would be ineffectual as against any registered mortgagee or purchaser, or even as against the devisee under a registered will from the grantee. If, on the other hand, we suppose an instrument, signed by the grantee, that would be an instrument creating a right or interest in immoveable property, and if unregistered, would be inadmissible in evidence, and would not affect the property in respect of which the grant was made.

4. I am of opinion that in all cases before or at the time the money granted is paid over, the grantee and the officer of Government making the grant should sign a written agreement to the effect that the grant is made and accepted subject to the condition as to pre-emption and all the other conditions contained in the code; the grantee undertaking to sell, and the Government officer to buy for Government on those conditions. This agreement should be registered, but will not require a stamp; and it will, I think, be effectual to preserve the Government claim as against the grantee or any person claiming under him.

IX.

SENIOR SCHOLARSHIPS IN LOWER PROVINCES.

From *G. R. Elsmie*, Esq., Officiating Under Secretary to the Government of India, Home Department, to the Officiating Junior Secretary to the Government of Bengal (No. 5881, dated 29th October 1866).

I AM directed to acknowledge the receipt of your letter, No. 2783 T., dated the 3rd instant, forwarding a copy of a communication from the Director of Public Instruction, submitting a scheme for increasing the number of senior scholarships open to public competition in the Lower Provinces.

2. The Governor General in Council observes that, when the number of 24 senior scholarships was fixed, the number who had passed in that year the First Arts Examination was 84. It is now nearly double, viz., 165; and the Director of Public Instruction proposes to increase the number of scholarships annually available from 24 to 50; that is, more than double, although, from the increase being principally in scholarships of a lower amount, the increased cost is not quite double the former cost.

3. I am directed to point out that it does not follow that the original proposition of scholarships to under-graduates passing the First Arts Examination should be maintained as education advances, and comes to be more appreciated. A large proportion may be necessary as a stimulus at first, when the advantages of education are comparatively little appreciated; but, having regard to the very great progress of education in Bengal in recent years, the Governor General in Council is of opinion that the present proposal is excessive, and desires that the Lieutenant Governor will reconsider it.

4. I am at the same time to request information as to the total number of those who have passed the First Arts Examination, and who are now continuing their studies in the third and fourth classes of the several affiliated colleges.

From *A. M. Monteath*, Esq., Under Secretary to the Government of India, Home Department, to the Under Secretary to the Government of Bengal (No. 1308, dated 13th December 1866).

In continuation of Mr. Elsmie's letter, No. 5881, dated the 29th October, requesting further information relative to a proposal which had been submitted for increasing the number of senior scholarships open to public competition in the Lower Provinces, I am directed to say that the Governor General in Council would be glad if it could be shown, from the actual results of last year, how far the grant of the proposed additional number of scholarships would have added to the number of those who, having passed the First Arts Examination, continued their studies in college.

2. It may, perhaps, be assumed that every student obtaining one of the 26 additional scholarships would have continued his studies in college; but of these it is not improbable that a considerable proportion did, in point of fact, continue their studies in college without scholarships; and if this be the case, the effect of the grant of 26 additional scholarships may be fairly estimated by the remaining number of students who, in point of fact, did not continue their studies, but who would, on the above-mentioned assumption, have been induced to do so by the grant of scholarships.

3. If, for instance, it appears that of the 26 students who would have got the additional scholarships at the last examination, 15 have, in point of fact, continued their studies, it follows that the effect produced by the grant of the 26 additional scholarships would at most have been to induce a continuance of college studies on the part of 11 students who, in the absence of scholarships, did not do so.

4. I am to take this opportunity of inquiring when the existing number of 24 senior scholarships was fixed. It is, perhaps, not the case, as assumed in paragraph 2 of this office letter, of 29th October, that the year 1861–62, from which the comparison of results given in Mr. Atkinson's letter commences, was the year when the 24 senior scholarships were first introduced.

From *S. C. Bayley* Esq., Junior Secretary to the Government of Bengal, to the Secretary to the Government of India, Home Department (No. 473, dated 28th January 1867).

With reference to the letters* from the Home Department noted in the margin, I am directed to forward herewith a copy of a communication † from the Director of Public Instruction, submitting the information required by the Government of India in connection with his proposal to increase the number of senior scholarships open to public competition in the Lower Provinces.

* No. 5881, dated 29th October 1866. No. 1308, dated 13th December 1866.
† No. 117, dated 14th January 1867.

2. The Lieutenant Governor agrees with Mr. Atkinson in thinking that the indirect effect which is likely to be produced by increasing the number of available prizes should be taken into consideration in dealing with the present question, and his Honor, therefore, begs to repeat his recommendation that the proposal may receive the early sanction of his Excellency in Council.

3. I am to add that the reasons urged by the Government of India would, in his Honor's opinion, apply with equal force to a refusal to give any sort of honour or reward for educational distinction, as a certain number of men would always attain the highest proficiency without such stimulus.

From *W. S. Atkinson*, Esq., Director of Public Instruction, to the Secretary to the Government of Bengal (No. 117, dated 14th January 1867).

In reply to your endorsements, Nos. 4504 and 5071, dated 9th November and 20th December 1866, forwarding communications from the Government of India on the subject of my proposal to increase the number of senior scholarships, I have the honour to report that I have obtained statements from all the affiliated colleges which show that at the end of the year their fourth-year classes contained 94 students and their third-year classes 134 students. The fourth-year classes are composed of students who passed the First Arts Examination in 1864, when the list of successful candidates contained the names of 138 students who were eligible for senior scholarships, and the third-year classes are composed of students who passed in 1865, when the list comprised 168 eligible candidates. It appears, therefore, that 44 students who might have been in the fourth-year classes have dropped off in the course of the two years; and that, similarly, 34 students have dropped off during the last year who might have been in the third-year classes.

2. I have also ascertained, by referring to the mark list, that 12 out of the 44 First Arts candidates of 1864, who are no longer prosecuting their studies, would have obtained scholarships if the number of scholarships had been increased by 26, and that, under the

the same supposition, 11 of the missing candidates of 1865 would have obtained scholarships.

3. From these results it may, perhaps, be considered that the number of additional scholarships for which I have applied is unnecessarily large; but it should be borne in mind that the indirect effect which is likely to be produced by increasing the number of available prizes is also considerable, as the chances of gaining some means of support during a college career will always be taken into account by the poorer students before they determine to enter on such a course; whilst it is also the fact that many of those who continue to prosecute their studies without scholarships are pressed by poverty, and are often obliged to contribute to their own support by undertaking private tuition and other work, in addition to their college studies. When, besides this, it is remembered that the number of candidates will steadily increase, and that the number of junior scholarships annually available is 160, I do not think that the number of senior scholarships I have asked for can fairly be thought excessive.

4. When the present scholarship rules were framed in 1861, the 24 senior scholarships which are annually available were obtained by lumping together the then existing college scholarships which had been sanctioned from time to time when the several Government colleges were founded.

These were—

Presidency College Scholarships - - - - - -	8
Hooghly College Scholarships - - - - - -	4
Kishnaghur College Scholarships - - - - - -	4
Berhampore College Scholarships - - - - - -	4
Dacca College Scholarships - - - - - - -	4
TOTAL - - -	24

EXTRACT from the Proceedings of the Government of India, in the Home Department (No. 1417, dated 11th February 1867).

Read the undermentioned papers:—

From	the Bengal	Government,	No.	2783T,	dated 3rd October 1866.
To	„	„	„	5881,	„ 29th „ „
To	„	„	„	1308,	„ 13th December 1866.
From	„	„	„	473,	„ 28th January 1867.

OBSERVATIONS.—On the 3rd October last, the Bengal Government proposed to increase the number of senior scholarships open to public competition in the Lower Provinces annually from 24 to 50.

2. In reply, it was observed that, when the number of senior scholarships was fixed at 24, the number of under-graduates who had passed the First Arts Examination in that year had been 84, and had since increased to 165. It was remarked that it was not necessary to maintain, as education advanced and came to be more appreciated, the large proportion of scholarships which were required as a stimulus at first; and hence the proposal of the Lieutenant Governor was considered to be excessive.

3. The Lieutenant Governor has now repeated his recommendation. The principle stated in the letter to the Bengal Government, dated the 29th October, that it is not necessary to maintain the original proportion of senior scholarships to under-graduate students passing the First Arts Examination, should be adhered to. Some increase, however, in the number of senior scholarships may properly and beneficially be allowed, as the number of students may be said to have exactly doubled, and is increasing year by year. An addition, therefore, of something over 50 per cent. to the number of senior scholarships, raising them from 24 to say 40, will be appropriate and reasonable, and these might be divided into three classes, as follows:—

10 of 32 rupees per mensem.
12 of 25 „ „
18 of 20 „ „

Ordered, That the papers on the subject be forwarded, with the foregoing remarks, to the Financial Department, for further consideration and orders.

RESOLUTION by the Government of India, Financial Department (No. 1035, dated 28th February 1867).

Read extract, Home Department, No. 1417, dated the 11th instant, with enclosures, suggesting that the number of senior scholarships in Bengal, which are thrown open to public competition annually, and are tenable for two years, should be increased from 24 to 40, at an additional cost of 574 rupees per mensem, as shown below:—

Proposed Scale.

	Rs.
10 at 32 - - - - - - -	320
12 at 25 - - - - - - -	300
18 at 20 - - - - - - -	360
	980 × 2 = 1,960

Present Scale.

9 at 32 - - - - - - -	288
15 at 27 - - - - - - -	405
	693 × 2 = 1,386
Increase per mensem - - -	574

Resolution.—The increase proposed is sanctioned.

Ordered, That the foregoing Resolution be communicated to the Home Department and the Accountant General, Bengal.

X.

FEMALE EDUCATION IN BOMBAY.

From *W. Wedderburn*, Esq., Acting Secretary to the Government of Bombay, to the Secretary to the Government of India, Home Department (No. 13, dated 9th March 1867).

I AM directed to forward for the favourable consideration of the Government of India, the accompanying copy of a letter from the Director of Public Instruction, No. 2259, dated the 2nd ultimo, relative to native female education in this Presidency.

2. In submitting this letter, I am desired to state that the interests and importance of the subject were pressed upon the attention of Sir A. Grant in the Resolution of this Government on the Report on Public Instruction for the year 1864-65 (copies of which have already been forwarded to the Government of India); and that it is with much satisfaction the Right Honourable the Governor in Council has received the assurance contained in Sir A. Grant's letter that it will be possible to promote throughout the country the education of girls up to 10 or 11 years of age.

3. It will be seen also that Sir A. Grant pledges himself to do this satisfactorily, if aided with an annual assignment of 30,000 rupees from the Imperial funds.

4. Under these circumstances, I am directed to submit the strong recommendation of the Right Honourable the Governor in Council that the Government of India will be pleased to sanction the assignment of 30,000 rupees for "Female Education" in the manner proposed by Sir A. Grant.

From Sir *A. Grant*, Bart., Director of Public Instruction, Bombay, to the Acting Secretary to the Government of Bombay (No. 2259, dated 2nd February 1867).

I BEG to address Government with reference to their Resolution, No. 613, dated 16th October 1866, paragraph 12, on the Educational Report for 1864-65, in which Government specifies female education as one of the chief points to which attention should now be directed.

2. While adhering to my former opinion (*see* my Report for 1865-66, paragraph 55), that female education, in its full extent, implies a change in the social customs of the natives with regard to infant marriage and other things, I now find that it will be possible to promote throughout the country the education of girls up to 10 or 11 years of age.

3. Girls

3. Girls attending school from 5 to 11 years of age may certainly acquire a knowledge of reading, writing, and arithmetic, which (especially in the case of their being married to educated natives) might be of great importance to them, and which would probably lead the way to greater results hereafter.

4. No assignment of Imperial funds has hitherto been made for female education in the Education Budget of this Presidency, and no regular attempt has been made as yet to organise this branch of public instruction. I would now solicit that an annual asssignment of 30,000 rupees for female education be made in the Budget of 1867-68, and succeeding years; and if the means be thus afforded; I will endeavour to show results worthy of the outlay.

From *E. C. Bayley*, Esq., Secretary to the Government of India, Home Department, to the Acting Secretary to the Government of Bombay (No. 3804, dated 13th April 1867).

I AM directed to acknowledge the receipt of your letter of the 9th ultimo, No. 13, recommending for the sanction of the Government of India, a proposal made by the Director of Public Instruction for an annual grant of 30,000 rupees from the Imperial revenues, in furtherance of the cause of female education in Bombay.

2. In reply, I am instructed to say that the Government of India is always disposed to allow considerable latitude in regard to expenditure for female education, the matter being one on which it is hardly possible to prescribe precise rules, and in which very much must be trusted to the judgment, tact, and discretion of the local educational authorities. But it has not been the practice in the Financial Department, even with this object in view, to make a lump assignment from the Imperial revenues to the large extent now asked for; and, on financial considerations, it seems necessary that the Government of India should be placed in possession of at least some sketch or indication of the plan on which it is proposed to provide female education by means of public money, and that some intimation should be given of the degree of co-operation and joint expenditure to be expected from the community. I am accordingly desired to request that such information may be submitted to the Governor General in Council.

From *C. Gonne*, Esq., Secretary to the Government of Bombay, to the Secretary to the Government of India, Home Department (No. 35, dated 31st May 1867).

REFERRING to your letter, No. 3804, dated the 13th ultimo, I have the honour, by direction of the Right Honourable the Governor in Council, to forward to you the accompanying copy of a letter* from the Director of Public Instruction, affording the information required by the Government of India, as to the plan on which it proposed to provide female education in this Presidency by means of public money, &c.

* No 312, dated 1st May 1867.

2. In forwarding this letter, I am desired to renew the strong recommendation of this Government in favour of Sir A. Grant's proposals, in which his Excellency in Council entirely concurs.

From Sir *A. Grant*, Bart., Director of Public Instruction, to the Secretary to the Government of Bombay (No. 312, dated 1st May 1867).

WITH reference to Government Resolution, No. 216, dated 27th ultimo, I have the honour to report as follows:—I asked for an assignment of 30,000 rupees per annum, for "Female Education," in the same way as my predecessor, in his letter No. 1089, dated 7th November 1864, asked for an annual assignment of 1,00,000 rupees for the improvement of vernacular education in this Presidency, and in the same way as I myself asked, in my letter No. 440, dated 25th June 1866, for an assignment of 3,600 rupees, for extension of vernacular education in Scinde. Each of these applications was sanctioned as a lump assignment for a general object.

2. With regard to "Female Education," it is not possible to lay down beforehand any uniform plan to be pursued throughout. This department must be guided in its operations by the local circumstances and state of social feeling in different parts of the Presidency. I should propose to begin by improving existing schools established by municipalities, local cess committees, and by this department out of its general Fee Fund. For the success of female education it is necessary that, until female teachers can be provided, highly respectable masters of some refinement should be secured. In several existing girls' schools, most wretched salaries have hitherto been provided for the masters. Wherever this state of things appears to impede the advance of female education, I would propose to increase the salaries and obtain better masters; secondly, I would propose to establish a certain number of scholarships for girls, to be awarded after examination, and to be tenable only under conditions of regular attendance; thirdly, I would propose to

to start new schools in favourable localities, under certain conditions with the people. As one of these conditions, I would stipulate that at least a schoolhouse should be provided by the people free of rent or other expense; and, as another condition, that the people should guarantee the attendance of a certain number of girls, not less than 25 girls being held necessary to constitute a school. In some places it may be possible to exact fees from the pupils; in other places this measure would be premature now, though it will be always kept in view.

3. I do not think that it is possible at present to define, further than as above sketched, the plan to be pursued. What is now proposed is that Government should lead the way in female education, and, by showing the people specimens of efficient girls' schools, should make such institutions popular. If the measures adopted be successful, private individuals and communities will afterwards be sure to take spontaneous action in extending female education.

RESOLUTION by the Government of India, Home Department (No. 2509, dated 20th July 1867).

Read again, letter No. 13, dated 9th March, from the Acting Secretary to the Government of Bombay, forwarding copy of a letter from the Director of Public Instruction, and soliciting sanction to the grant of 30,000 rupees per annum in aid of Native female education throughout the Bombay Presidency.

Read again, letter in reply to the above, asking for further information on the subject.

Read letter from the Secretary to the Government of Bombay (No. 35), dated the 31st of May, forwarding copy of a communication from the Director of Public Instruction, and reiterating the original request.

Remarks.—Looking to the extent to which Native female education has proceeded in the Bombay Presidency, the amount asked for seems too large; 10,000 or 15,000 rupees would seem sufficient; but it will be for the Financial Department to decide what sum can properly be assigned from the Imperial revenues in aid of the object in view, having regard to the allotments already made to Bombay for female education, as compared with those made to other Provinces, and to the fact that education for the masses, whether boys or girls, is not anywhere recognised as a proper charge on *Imperial* Revenues, but on local cesses, such as that raised by the Bombay Government in 1864, with this among other objects in view.

Ordered, That a copy of the above remarks, and the above-mentioned papers, be forwarded to the Financial Department for further consideration and orders.

RESOLUTION by the Government of India, Financial Department (No. 2074, dated 22nd August 1867).

Read an extract from the Proceedings of Government, in the Home Department (No. 2509), dated 20th July 1867, forwarding for consideration and orders an application from the Government of Bombay for the grant of 30,000 rupees per annum in aid of Native female schools throughout the Bombay Presidency, and expressing an opinion that 10,000 or 15,000 rupees will be sufficient.

Resolution.—The Governor General in Council is pleased to sanction a grant of 10,000 rupees for female schools for the lower classes in Bombay, for this year only, on the distinct understanding that, from next year, the charge will be met from the Educational Cess, that being the proper source from which expenditure for educating the masses should be met, when it is not incurred under the Grant-in-aid Rules.

Ordered, That the foregoing Resolution be sent to the Home Department, Comptroller General of Accounts, and the Accountant General, Bombay, the original papers received from the Home Department being returned, and copies being kept for record.

From *A. P. Howell,* Esq., Under Secretary to the Government of India, Home Department, to the Secretary to the Government of Bombay (No. 4169, dated 4th September 1867).

I AM directed to acknowledge the receipt of your letter (No. 35), dated the 31st May, and to state in reply that, after consideration in the Financial Department, the Governor General in Council has been pleased to sanction a grant of 10,000 rupees for female schools for the lower classes in the Bombay Presidency, for this year only, on the distinct understanding that in future the charge to be met from local sources, such as the Educational Cess, so far as the schools are for the classes who pay the cess, this being the proper source from which expenditure for educating the masses should be met, when it is not incurred under the Grant-in-aid Rules.

From *C. Gonne*, Esq., Secretary to the Government of Bombay, to the Secretary to the Government of India, Home Department (No. 66), dated 5th October 1867.

I AM directed to acknowledge the receipt of your letter (No. 4169), dated the 4th ultimo, conveying the sanction of the Government of India to a grant of 10,000 rupees for female schools for the lower classes in the Bombay Presidency.

2. With reference to the amount and nature of this sanction, I am to submit that, much as this Government desires to promote female education, they are unable to accept the grant sanctioned for that purpose on the condition stated; they would therefore beg that the unqualified assent of the Government of India may be given to the proposals submitted in letter No. 35, dated the 31st May 1867.

3. It is out of the power of this Government to pledge themselves to the condition required, and even if they have the power, it would be most impolitic to exercise it, as the very existence of local funds in this presidency would be imperilled.

4. It is the very essence of the local funds recently organised, that the people who pay should have a voice in regard to the disposal of the proceeds, and though Government claim a right to *veto* any appropriation of funds on improper objects, yet they never hesitate to accord sanction to proposals of the Local Committees for legitimate expenditure. When the Local Governments consider themselves bound not to dictate to the Local Fund Committees the mode in which their money shall be spent, they feel themselves precluded from giving effect to such a dictation on the part of the Imperial Government by which the local character of the institution would be wholly annihilated.

5. It is therefore impossible to carry out any orders that this charge shall, in future years, be met from local funds, and it is hoped that, on re-consideration, the Government of India will not press this condition.

6. The sum of 30,000 rupees was asked for, and that this sum might be profitably spent may be gathered from the 45th paragraph of Annual Report of the Director of Public Instruction for the last year, to which I am desired to solicit the attention of his Excellency the Governor General in Council.

7. It will be borne in mind that the application for the grant was specially stated by Sir A. Grant as desired to aid in the development of schools already established from local sources, as well as to lay a foundation in places where grants for female education have not yet been voted by the Local Committees.

8. From the reply now received, it would appear that the Government of India decline to sanction even 1,000 *l.* per annum as their contribution in aid of Native female education in the whole Bombay Presidency; but as this can hardly be the case, I am to express the earnest hope of his Excellency the Governor in Council that, on re-consideration, the Government of India will not refuse to accede to the request now again made.

From *E. C. Bayley*, Esq., Secretary to the Government of India, Home Department, to the Secretary to the Government of Bombay (No. 1,040, dated 7th December 1867).

I AM directed to acknowledge your letter, No. 66, dated 5th October last, requesting a reconsideration of the proposal made in your letters, No. 13, dated 9th March, and No. 35, dated 31st May, for an annual grant of 30,000 rupees for female education in Bombay.

2. In reply, I am directed to point out that the Government of Bombay does not appear to apprehend clearly the principles by which it has been found necessary to regulate grants from the Imperial revenues for education, and especially for female education.

3. The Government of India does not question that, in the present instance, a case can be made out for the profitable expenditure of the sum applied for; indeed, that a sum in excess of the entire revenues of India might beyond doubt be expended on educational purposes. But, waiving all other grounds of objection, the Imperial revenues must ever be wholly inadequate to meet the charges which any complete system of State education would involve. The Government must therefore expend the amount, which alone can fairly be devoted to education, in the manner calculated to secure the most general and extensive results. As regards the education of the masses of the people especially, all the means which Government could afford would produce no perceptible effect, if applied directly to this object; and the aim of Government has, therefore, been by establishing Normal schools, by grants-in-aid, by organising local taxation, by inspection of indigenous schools, and by other similar means, to stimulate and assist the people to educate themselves.

4. It has always been the recognised policy of Government, having in view the special objects to be gained, to meet and encourage, as far as its means will permit, with more than ordinary promptness and liberality, any disposition shown by the people themselves

in favour of female education; still it is absolutely essential, not merely on financial grounds, but with regard to the real success of female education itself, to insist on genuine local co-operation as a previous condition of State assistance. Acting upon this policy, the Goveonment of India has invariably indicated to all local governments the grant-in-aid system as that especially calculated for the general advancement of female education. I am to add that where the details of the local Grant-in-Aid Rules may be found to obstruct their application to female schools, the Government of India is not unwilling to permit any reasonable relaxation of the usual conditions in regard to inspection, and to payment of fees, &c., so long as it is evident that the co-operation of the native community has been secured, and that the education imparted is fairly efficient.

5. In one previous instance alone has the Government of India sanctioned a grant similar to that now asked for; and in that case the grant was sanctioned for three years only, and in order to prevent the extinction (from a sudden deprivation of the funds by which they had been hitherto supported) of some already flourishing female schools in certain districts of the Punjab. Even in this instance the population had already given fair proof of their appreciation of the benefits of female education, and the concession was accompanied by a distinct condition that the assistance was to be only temporary, as the grant-in-aid principle "would afford some test or pledge that the spread of female education is real and truly desired by the people of the Punjab.

6. Adverting now to the statement made in the last paragraph of your letter under reply, that the Government of India appears to decline the sanction even 1,000 *l.* a year in aid of native female education in the whole Presidency of Bombay, I am to point out that the total annual assignment to Bombay for education is far larger relatively in proportion to its revenue, area, and population, and, excepting the grant given to Bengal, absolutely larger in amount than that made to any other province. From this assignment it is open to the Bombay Government to allot, under the Grant-in-Aid Rules, any sums that may be required to promote the spread of female education, either in the improvement of existing female schools or in the establishment of others. In the second place, I am to call attention to the circular of the 20th July last, in which the Government of India has promised liberal assistance to any scheme of female normal schools based on the co-operation of the native community; and lastly, I am to remind the Government of Bombay that, in the Resolution of the 22nd August last, a special assignment of 15,520 rupees a year, for five years, was sanctioned on certain conditions to establish a higher class of female normal schools in the Bombay Presidency, on the principles advocated by Miss Carpenter. There would seem, therefore, to be no ground to impute to the Government of India any want of support to measures of female education proposed for Bombay.

7. In reply to the remarks contained in your 3rd and 4th paragraphs, I am to point out that my letter of the 4th ultimo appears to have been misunderstood. Local funds, *voluntarily raised* and applied to the support of schools, are eligible for grants-in-aid. In the Central Provinces, and in the Punjab, large use has been made of this provision for the furtherance of education. It is, of course, purely optional with the local committees, or other bodies by whom such funds are raised, to devote them to whatever congenial objects they choose, nor was any kind of dictation to such bodies contemplated in my letter under notice. What the Government of India desired and distinctly expressed was simply to annex a condition to their assistance, and this condition they cannot consent to waive.

8. The local educational cess, however, stands on a different footing. It is not, in any sense, a voluntary contribution, but is of the nature of an impost, and should be spent in such a manner as Government may consider best, subject only to the reservation that it be expended within the district where it is levied, and for the education of those classes by which it has been paid. Its management is probably most popular and efficient, when supervised by committees partially consisting of persons of local position and influence; but inasmuch as it is compulsorily levied by the State, the Government is bound to see that it is expended to the best advantage, and that its control is not abandoned to wholly irresponsible bodies.

9. On a general review of the whole question, and on the precedent above referred to, the Governor General in Council will not object in the present case to allow the additional grant of 10,000 rupees already sanctioned for one year for female education in the Bombay Presidency, to be continued temporarily for a further period of two years. With this assistance, it is hoped that the Bombay Government will find no greater difficulty in advancing the cause of female education, than has already been successfully overcome in several other provinces without any such direct aid from the Imperial revenues.

* * * * *

XI.

Additional Educational Grant to the Central Provinces applied for and Refused.

From *C. Bernard*, Esq., Secretary to the Chief Commissioner of the Central Provinces, to the Secretary to the Government of India, Home Department (No. 671-72, dated 26th February 1867).

During the last 12 months, propositions have been submitted by the Chief Commissioner for improving the "instruction" * branch of the Educational Department in these provinces by raising the salaries of town schoolmasters, by granting scholarships to zillah and town schools, by establishing higher classes of normal school pupils. Some of these propositions have been negatived; and others are still, it is believed, under the consideration of Government.

* As distinguished from "direction" or "inspection."

2. In cases where the Chief Commissioner's recommendations were not accepted, the Supreme Government withheld sanction, not because it disapproved the principle of the propositions made, but rather on financial grounds, because the improved organisation could not be arranged for without some increase to the budget grant made to the Central Provinces for "Education, Science, and Art."

3. The Chief Commissioner would therefore ask permission to submit a few observations regarding educational matters and educational expenditure in the Central Provinces, in the hope that his Excellency the Viceroy in Council may be placed to consider whether the educational grant for the Central Provinces might not now be somewhat increased.

4. The educational expenditure of the Central Provinces may be said to have begun in the year 1862. In the year 1862–63 the budget grant for this object was one lakh of rupees. In that year the full sum was not spent, as the organisation and machinery of the department was as yet imperfect. Since that year the grant under this head has gradually increased until it reached 1,73,800 rupees for the year 1865-66.

5. The increase in the number of scholars and in their proficiency, as well as the improvement in the organisation of the Educational Department, has been considerable. In the year 1862 there were 14,000 boys under instruction at Government schools in the Central Provinces. According to the half-yearly returns for the six months ending on the 31st October, the total number of boys in Government and aided schools was over 50,000, while 3,000 girls were also under instruction. The annual examinations show that the standard of proficiency is rising in all classes of our schools.

6. But there is another point about the Central Provinces educational scheme and expenditure, and that is the considerable annual sum contributed from local sources towards education. In the year 1865–66 the sum thus contributed aggregated 2,02,603 rupees, or 14 per cent. above the Imperial grant towards education in these Provinces. Before the year 1862 there were no contributions of this kind towards educational purposes, so that the local income of the department has increased in a greater ratio than the Imperial grant.

7. On examining the published reports on the progress of education in other parts of India, the Chief Commissioner observes that in no other province or part of India does the local educational income equal the Imperial educational grant; in only one Province are the two sources of educational expenditure nearly equal; and in only three more do the educational disbursements from local sources reach 50 per cent. on the Imperial grant: thus, the Imperial grant and local expenditure for education for the several Governments and Administrations may be shown:—

	Imperial.	Local.
	Rupees.	*Rupees.*
Bengal, 1864-65	12,55,607	7,79,563
Bombay, 1865-66	8,70,068	8,44,233
North Western Provinces	7,84,688	4,07,612
Madras	6,20,670	95,714
Punjab	4,84,070	3,82,695
Central Provinces	1,73,800	2,02,603
Oude	1,24,403	49,534
British Burmah	32,508	—
Berar	22,825	—

8. If his Excellency the Viceroy in Council were disposed to consider that a liberal local contribution towards education from local sources in a province constituted any ground for enhancing the Imperial grant, then the Chief Commissioner would solicit that

the grant for education in the Central Provinces might be raised to the amount of the local contributions. In the Educational Budget Estimates for 1867–68, 1,92,000 rupees are asked for. If this were sanctioned, then no expenditure from such grant could be incurred without the full sanction of the Supreme Government, while the local contributions towards education will, it is estimated, reach 2,05,000 at least. The Chief Commissioner would ask for an Imperial grant of 2,05,000 rupees, or an increase of only 13,000 rupees on the present estimate. This, the Chief Commissioner trusts, may be regarded as a moderate proposal.

9. If his Excellency the Viceroy in Council were pleased to allow any increased grant, then I am to solicit the favourable consideration of Government to the propositions mentioned in the abstract, in all of which respects pressure and difficulty is experienced by the Educational Department.

Note.—This letter was forwarded to the Financial Department, with a note explanatory of the grounds on which the application was subsequently negatived.

RESOLUTION by the Government of India, Financial Department (No. 1890, dated 11th April 1867).

READ an endorsement of the Home Department, No. 3249, dated 29th March 1867, forwarding a letter from the Secretary to the Chief Commissioner, Central Provinces, urging the claim of those provinces to a larger educational grant than the 1,92,000 rupees, which were asked for in the Budget Estimate for 1867–68.

Resolution.—The Governor General in Council observes that the particular ground on which a special increase of the educational grant is solicited, is that the Central Provinces contribute a larger sum, proportionately, from local sources, towards educational expenditure, than other provinces. Inasmuch, however, as * * * * the Government of India has repeatedly disclaimed any obligation to supplement or double any contribution from the Educational cess, the claim urged by the Chief Commissioner cannot be entertained.

Ordered, That a copy of this Resolution be sent to the Home Department, with the original documents received from that department.

From *E. C. Bayley*, Esq., Secretary to the Government of India, Home Department, to the Chief Commissioner of the Central Provinces (No. 4149, dated 22nd April 1867).

WITH reference to your Secretary's letter of the 26th February, No. 671–72, applying for an increase of 13,000 rupees to the Educational Budget Grant to the Central Provinces for the current year, I am directed to forward herewith a resolution of the Financial Department, No. 1890, of the 11th instant, stating the main ground on which the application has been declined. I am also to point out that several of the educational projects enumerated in your letter were negatived as stated on financial grounds, but for specific reasons, which will be found given in the orders passed upon them; and I am to add that the Governor General in Council does not consider that the educational funds of the Central Provinces now receive less than their fair share of support from the Imperial revenues.

XII.

IMPROVEMENT OF THE EDUCATIONAL DEPARTMENT IN BOMBAY.

From *W. Wedderburn*, Esq., Acting Secretary to the Government of Bombay, to the Secretary to the Government of India, Home Department (No. 4, dated 31st January 1867).

Letter, No. 1552, dated 22nd October 1866, from the Director of Public Instruction.
Resolution, No. 681, dated 11th December 1866, to the Director of Public Instruction.
Letter, No. 1975, dated 7th January 1867, from the Director of Public Instruction.

I AM directed to submit, for the favourable consideration of the Government of India, the accompanying copy of a correspondence relative to placing the higher appointments of the Educational Service of the Bombay Presidency on a new and better footing.

2. It will be seen that to this end Sir A. Grant suggests that the higher appointments should be made to constitute a separate Covenanted Service, with its own rules and conditions, upon the analogy of the Ecclesiastical Establishment in this country.

9. His Excellency in Council concurs in the general scope of Sir A. Grant's proposals, and I am accordingly desired to request that you will be so good as to submit them to his Excellency the Governor General in Council for favourable consideration.

From Sir *A. Grant*, Bart., Director of Public Instruction, Bombay, to the Secretary to the Government of Bombay (No. 1552, dated 22nd October 1866).

I BEG humbly to advert to the 36th paragraph of my Annual Report of the Department of Public Instruction in the Bombay Presidency for the year 1865–66, copy of which is given in the margin* for ready reference, and respectfully to submit more detailed observations on the present standing of the Educational Service in this Presidency for the consideration of Government.

2. There is no doubt that dissatisfaction with their present position is felt by several of the superior officers of this department. A meeting was recently held on the subject in Poona, and it was proposed to submit a memorial to Government with reference to the Despatch of Her Majesty's Secretary of State, dated the 23rd December 1865, the terms of which were felt to disappoint expectations not unreasonably formed in the Despatch, No. 205, of the 8th December 1862. Before, however, giving my sanction to a memorial of the kind, I have thought it best to address Government on the subject, as the question is much more one of the general future of this department than of the feelings of present individual officers, and as considerations of policy could hardly be entered upon by even a small body of memorialists.

3. The chief grounds for dissatisfaction at present felt by the higher educational officers of this Presidency appear to be as follows:—

(*a.*) That of late the covenant which used formerly to be made with persons appointed by Her Majesty's Secretary of State to educational posts has now been withdrawn. For this covenant a letter conferring the appointment has been substituted, in which the Government reserves to itself the right of dispensing, at six months' notice, with the services of the person appointed. It is obvious that this gives, in a very marked way, a precarious appearance to the position of educational officers.

(*b.*) That no pension whatever is secured to officers in the educational service. It is laid down as a general rule for the educational, in common with the rest of the uncovenanted service, that all pension is to be considered given as a favour, and not as the satisfaction of a claim. This, again, is felt to be a precarious condition.

(*c.*) That the only modes by which pension can be obtained by an educational officer are either that he shall complete 27 years' actual service in India, or else that he shall produce, at the end of 12 or 22 years' actual service, a certificate of utter incapacity for further service in the country. These are, of course, extremely discouraging conditions to a young Englishman who might think of entering the educational service in this country. He naturally does not wish to give up all his prospects in Europe without the hope of some little provision in the shape of a retiring pension, nor does he wish to bind himself to serve either for 27 years in India or till his health is utterly broken.

(*d.*) That in respect of pension rules the educational officers are in a much worse position than Her Majesty's chaplains in India. A chaplain, if his health renders his retirement necessary, can obtain a small pension after seven years' service, and a pension of greater amount after 10 years; and after 20 years' service, inclusive of 3 years' leave (that is, after 17 years' actual service), chaplains can retire on their full pension without medical certificate. It is thought hard by superior educational officers, who are generally, and who ought always to be, persons of a higher University standing than the majority of Her Majesty's chaplains, and whose duties are certainly more onerous and trying than those of chaplains, that they should be so much worse off than the Ecclesiastical Service.

4. It is, I think, impossible to deny that from the nature of the conditions above stated, the educational service in this Presidency is a very poor, precarious, and, in fact, miserable sphere, into which one can hardly dare to advise any young man of ability and cultivation to

* On the other hand, it is equally clear that this Department will degenerate unless its higher appointments continue to be held by Europeans characterised by cultivation and learning. I would humbly call the attention of Government to the Directory of this Department, which is now annually prepared with great care, and which naturally suggests a division of the higher educational appointments from the main body of the service. It is, I think, a question of great importance, well worthy the consideration of Government, whether these few appointments (altogether less than 30 in number) might not be either amalgamated with, or else placed on an analogous footing with, the Covenanted Civil Service. There is only one point on which, as Director of Public Instruction, I should be inclined to feel uneasy about the future of the Department, and that is the uncertainty which must attach, under the present system, to appointments of educational officers made by the Secretary of State. No general discussion on Indian affairs takes place in the British Parliament without some reference to the importance of the educational operations carried on by Government in this country, and yet no steps whatever have been taken to secure for the Departments of Public Instruction, as for the Covenanted Civil Service, a supply of officers fitly qualified. The number of Englishmen required for this service is very small. Any person of superior qualifications who may be sent out has an almost boundless field of usefulness opened to him; and any incompetent person, on the other hand, is a dead weight and a drag upon the progress of the country. And yet, partly owing to the unattractive conditions offered, and partly owing to the want of any method in the selection of candidates for the Educational Service, we have no guarantee that a proper standard of men for principals of colleges, and professors, and educational inspectors, and high schoolmasters will be kept up, and this must be a source of uneasiness to one to whom the Department is a care.

to enter. At the same time I can perfectly understand that what has led to the present position of the service is its undefined character in point of numbers. The educational service sprang up, as it were, fortuitously. It was gradually and silently extended; and when Her Majesty's Secretary of State came (in his Despatch of the 23rd December last) to deal with the question of the Pension Rules for the entire service, I have little doubt that he would be rendered cautious by the indefinite numbers of appointments for which it might appear that he had to make regulations. In one point of that very Despatch of the 23rd December, the Secretary of State is, I humbly think, unnecessarily liberal for want of definition; for the Despatch appears to extend the benefits of early pension to all "head masters of schools," which, if it be not further defined, would include all head masters of high, middle class, and primary schools indiscriminately; a body amounting, in this Presidency alone, to not less than 1,324 persons, almost all of whom might well be left to abide by the ordinary Uncovenanted Service Rules.

5. I would now beg humbly to point out to Government that, if the Educational Service in its present organisation be examined, it will no longer be found to consist of an indefinite number of homogeneous appointments, suggesting the idea of a formidable number of claimants for advantages of pension, and the like. Our Departmental Directory suggests a most natural division of the service into two branches; one of which must be entirely filled by University graduates from Europe, except in the rare case where a native scholar of exceptional merits may be thought worthy to hold one of the appointments; the other branch would be of wide extent, commencing with appointments analogous in pay and position to those of Deputy Collectors, and going down to small schoolmasterships of 11 rupees per mensem. I may mention at once that, were such a division made, the upper branch of the Bombay Educational Service would consist at present of less than 30, and the lower branch of more than 2,000 appointments.

6. Our Departmental Directory, copy of which is herewith sent for reference, was not framed with a view of making the division now advocated; but as soon as the names of officers and their salaries, and qualifications had been set down in order, the principle of a division in the department at once suggested itself. It will be seen that the Directory does not contain appointments below 30 rupees per mensem; and that all appointments above 300 rupees per mensem have been entered as superior appointments. Several of these superior appointments are held by officers of the medical or military department, whose pension rules and other conditions of service are elsewhere provided for.

7. I will now respectfully indicate the principle on which I would suggest that an upper (or covenanted) Educational Service in the Bombay Presidency should be formed. The principle is this, that there are certain educational appointments of great importance, which, if they are properly filled, will ensure the efficient working of the whole of this large department; and that the number of these appointments is so small that Government may well afford, without risk of any large expenditure of the public funds, to place them on a solid and attractive footing.

8. These important appointments I would specify as follows:—1st, Headmasterships of 1st Grade High Schools; 2nd, Educational Inspectorships; 3rd, Professorships of different branches of Literature and Science; 4th, Principalships of Government Colleges; and 5th, the Office of Director of Public Instruction.

9. At present the exact numerical lists of officers, coming under the above heads, stands as follows:—

(1st.)—Head Masters of 1st Grade High Schools (viz., Elphinstone, Poonah, Ahmedabad, and Belgaum High Schools) - - - - - -	4
(2nd.)—Educational Inspectors (Northern, Central, and Southern Divisions, Scinde, and one Assistant Inspector) - - - - - - -	5
(3rd.)—Professors (of English Literature, Mathematics, and Sanskrit in Elphinstone College; English Literature, Mathematics, and Sanskrit in Poonah College; two Professors of Law in the Government Law School) - - - - - - - - - - -	8
(4th.)—Principals of Government Colleges (Elphinstone, Poonah, and Poonah Civil Engineering Colleges) - - - - - - - -	3
(5th.)—Director of Public Instruction - - - - - - -	1
TOTAL - - -	21

10. Looking forward to the wants of the future, I think it will certainly be necessary, within the next few years, to make some additions to this limited number, viz., one Professor of History, and one of Latin, must be given to Elphinstone College, and the same to Poonah College; and three Professors of different subjects must be assigned to the Poonah Civil Engineering College. Probably about five more 1st grade high schools will

will be required in the different parts of the Presidency. These additions are all that I can foresee as necessary, and they would amount to—

Professors	7
High Schoolmasters	5
TOTAL	12

thus raising the upper or covenanted Educational Service in this Presidency to a fixed total of 32 officers.

11. It would have seemed to me hardly necessary to say anything on the great importance of properly filling the appointments above specified, except that the absence of all special regulations with regard to them, coupled with the unfavourable conditions actually attached to these appointments, seems to indicate that the attention of Government has never been drawn to the subject. I would, therefore, humbly submit the following considerations with regard to the different classes of appointments:—

(1st.)—It has now become possible to raise the first-grade high schools of this Presidency into institutions worthy of their name, which would be characterised by a literary and classical spirit, and would exercise a humanising influence on all the native students admitted to them. Our Native University graduates form excellent assistant masters in such schools; but it is essential that the head master should be a European gentleman of high cultivation, who will give a tone to the entire school. Anyone who knows the great intellectual quickness of native boys, and the immense benefit they invariably derive from contact with a teacher whom they feel to be superior, will acknowledge that the head masterships of our first-grade high schools should be filled by the best men that can be got from the universities of Great Britain, and that the high schools, as a rule, will never prosper until their head masterships are so filled.

(2nd.)—It is not only for the sake of the high schools that men of the kind indicated should be sent out as head masters, but also with a view to these same men being promoted in course of time to be educational inspectors. At present it is difficult to fill up vacancies in the inspectorships; but there is no doubt that an University graduate from England, who had served some years as head master of a high school, and had learnt during that time the vernacular language of the district, would in most cases possess all the requisites for a good educational inspector; these requisites being a certain amount of literary culture, combined with activity of habits, administrative capacity, and sufficient social standing to deal on terms of equality with collectors and magistrates and other local authorities.

(3rd.)—On the learning of the professors in the colleges of the Presidency the success of the Bombay University entirely depends, and how much depends on the success of the University? Little less than the regeneration of the mind of the people. When it is reflected that the native University students furnish, or will ere long furnish, the school teachers, the pleaders, the practitioners of European medicine, the subordinate revenue and judicial officers, the overseers of public works, and, above all, the newspaper writers, who are constantly disseminating, wise or foolish, disaffected or loyal, criticisms on the acts of Government, it cannot but be felt that that it is of the utmost importance that the fountain-head of all this stream of influence, namely, the professors and principals of colleges, should be as high and pure as possible. Without solid and special learning in the professors, the university system of this Presidency must retain that level of frivolous superficiality which has hitherto been the disgrace of education in India. Without gravity and wisdom in the professors there is no saying what subversive sentiments may become associated with European teaching. Already it has been said, and, I believe, truly, that one active-minded teacher in this Presidency succeeded in leavening an entire generation of his pupils with the doctrines of Tom Paine and the political principles which would now go by the name of Fenianism.

12. If these matters are looked at with attention, I think it will be felt that there are grounds for considering the upper educational appointments in this Presidency no longer as places of little importance, to be placed on the same level with the mass of the Uncovenanted Service, to be dealt with neglectfully, to be given away to political retainers or filled up at haphazard, but rather as being worthy of no less care than other departments of the State. At present it may be said that the Government of Bombay has been far more fortunate than it could have had reason to expect in the men that have been obtained to fill these appointments; but how many are there of our higher educational officers who, though admirably fulfilling their duties, are yet proud of their position, or would advise any friend in England to enter upon the same career? The real worth of appointments in India is becoming understood in England every day more clearly; and I should have no hesitation in predicting that, if the educational service of this Presidency is left on its present footing, it must degenerate instead of improving; and thus, for want of a little attention and liberality, a really great opportunity will be lost.

13. I trust that my own feeling of the importance of the question will not be considered exaggerated, and that I shall be pardoned for plainly stating the grounds of my

opinion The practical measures which I would humbly suggest to Government are as follows:—

(1st.)—That an upper educational service in the Bombay Presidency be formed, which should be open to natives of distinguished merit, but which would, for a long time to come, be mostly filled by graduates of high standing from the European Universities.

(2nd.)—That this be constituted a "service" properly so called, with a covenant of conditions, and regular rules of advance in pay.

(3rd.)—That this service consist of head masters of first-grade high schools, educational inspectors, professors of literature and science, principals of colleges, and the director of public instruction; with a maximum limit of 32 officers, to constitute the entire service.

(4th.)—That all persons in educational appointments in the Presidency be considered as constituting the "Uncovenanted Educational Service," and remain on the footing of their present rules.

(5th.)—That every officer of the Covenanted Educational Service commence with a salary of not less than 500 rupees per mensem, and that he be entitled to an increase of 50 rupees per mensem additional to his former pay, at the end of each year of actual service, with the following limitations:—

No high schoolmaster to attain to a salary exceeding			*Rs.* 800	per mensem.
No professor	,,	,,	1,200	,,
No principal of a college	,,	,,	1,500	,,
No educational inspector	,,	,,	1,500	,,

The salary of the Director of Public Instruction to remain as at present (2,500 rupees per mensem), without his being entitled to any increase.

(6th.)—That the appointments coming within the Covenanted Educational Service be reserved, in the first place, for officers of that service; and that no one be appointed principal of a college, educational inspector, or Director of Public Instruction, from outside the service, unless Government is of opinion that there is no one in the service qualified to hold the appointment.

(7th.)—That a fixed retiring pension of 365 *l.* per annum be allowed, without the necessity of medical certificate, to covenanted educational officers on their completion of 14 years' actual service in India, or of 15 years' inclusive of one year spent on furlough.

(8th.)—That any such officer who may be declared by medical authority to have become absolutely incapable of further duty in India, before the completion of seven years' service, may receive a free passage home; and a gratuity not exceeding one month's pay (at his last rate of salary) for each year that he has served.

(9th.)—That any such officer, on medical certificate of incapacity for further duty, may obtain, at the completion of seven years' service, a pension of 127 *l.* 15 *s.* per annum, and at the completion of 10 years' service, 173 *l.* 7 *s.* 6 *d.*

(10th.)—That a furlough of six months at the end of seven years' service, and of one year at the end of 10 years' service, or of 18 months at the end of 10 years' service, if no previous furlough has been taken, be allowed to officers of the Covenanted Educational Service. The furlough allowance to be at the rate of 400 *l.* per annum.

(11th.)—That the ordinary rules for sick leave and privilege leave now allowed to the general Uncovenanted Service be continued to the Covenanted Educational Service, with the *proviso*, now made, that officers who are allowed school and college vacations cannot claim privilege leave.

(12th).—That social rank and precedence be granted to the Covenanted Educational Service on the same footing as to the Covenanted Civil Service, except that, as educational officers will naturally come out to this country at least two years later than covenanted civilians, covenanted educational officers should take rank, from the date of their commencement of service, with civilians of two years' standing.

(13th.)—That any person appointed to fill the post of first grade high school master, professor, educational inspector, or Director of Public Instruction, be, *ipso facto*, admitted to the privileges of the Covenanted Educational Service, but that any such appointment will require the sanction of Her Majesty's Secretary of State.

(14th.)—That on any person being appointed to one of the above-mentioned posts he be considered appointed for two years certain, Government reserving to themselves the right of continuing to employ him, or of dispensing with his services at the end of two years; and that general want of efficiency be considered sufficient ground, without commission of any special fault, for discontinuing the employment of any officer at the period when his first two years of service have expired.

(15th.)—That

(15th.)—That a similar consideration of each officer's services be made at the end of his first five years of employment.

(16th.)—That in case of the services of any officer being dispensed with at the end of two or five years' employment, he be allowed a free passage home.

14. The above is the outline of a sketch for the conditions of a Covenanted Educational Service, which I humbly submit for the consideration of Government. The terms of pension are taken from the present rules for the Ecclesiastical Service, except that, in my suggestions the final term for pension is a little shortened. I have suggested the period of 14 years' actual service on account of Dr. Arnold's famous *dictum*, which was literally acted upon by Dr. Vaughan at Harrow, "that no schoolmaster ought to remain at his post much more than 14 or 15 years, lest by that time he should have fallen behind the scholarship of his age." (*See* "Life of Dr. Arnold," 4th edition, Volume I., p. 147.) This saying, if applicable in England, is doubly applicable in India; and I am humbly suggesting rules to secure the absolute efficiency of a small body of most important officers.

RESOLUTION—By the Government of Bombay (No. 681, dated 11th December 1866).

The Director of Public Instruction, No. 1552, dated the 22nd October 1866, urges on the consideration of Government the necessity for placing the higher appointments of the Educational Service of the Bombay Presidency on a new and better footing.

Resolution.—The Honourable the Governor in Council concurs very much in the views expressed by Sir A. Grant. But there are one or two points in regard to which Government would be glad to have more information.

If the extension of privileges as to members of a Covenanted Civil Service were conceded as proposed, would Sir A. Grant suggest any special process for the admission of members. He contemplates that they will generally be graduates of high standing in an European University, but he would not exclude natives of India (paragraph 13, clause 1), and other persons (paragraph 13, clause 13). Would he require no evidence of fitness beyond the readiness of those in authority to nominate to certain offices?

Some intellectual test or qualification might seem to be required if every person so nominated is to take rank not only along with, but above all, those who may at the same time have entered the ordinary Civil Service by competition (paragraph 13, clause 12).

The reason assigned in paragraph 14 for suggesting the grant of pensions after 14 years of actual service may perhaps be thought insufficient, if they are to apply not only to those who have served continuously as head masters, but also to those who have been successively employed as head masters, professors, inspectors, and directors of public instruction.

It might be advantageous if Sir A. Grant were to state more particularly whether he does not think (and why) that members of the Covenanted Educational Civil Service might be placed with regard to rank, privileges, &c., in all respects upon an equal footing and under the same rules as members of the ordinary Civil Service. It seems probable that a separate judicial branch of the Civil Service will ere long be organised. Would it be well in like manner merely to organise a separate educational branch?

In that case would it be advantageous to regard and declare members of that branch of the Civil Service available for employment also (when their attainments and capacity have been proved to fit them specially for such employment) in other high public offices, as Secretary to Government or member of Council?

The Director of Public Instruction should also be requested to state whether he thinks the selection of candidates, after competition, might not be made as for the Civil Service, leave being given to any man electing for the educational branch to complete his English University course before coming out to India.

To the Director of Public Instruction.

From Sir *A. Grant*, Bart., Director of Public Instruction, Bombay, to the Secretary to the Government of Bombay (No. 1975, dated 7th January 1868).

IN acknowledging the Resolution of Government, No. 681, dated 11th ultimo, I beg respectfully to report further on the points referred by the Honourable the Governor in Council.

2. The most important question of those under reference, and the first in logical order, is the question whether the higher Educational Service of Bombay should not be made simply a branch of the Covenanted Civil Service.

3. There is no doubt that this course would be for many reasons the most desirable of all, if the difficulties which would seem to attend it could be overcome. These difficulties I would state as follows:—

(*a.*) The higher educational service may be said to consist of two branches, an administrative branch, and a learned branch. The functions of high schoolmasters, inspectors, and the director, are administrative; those of professors are learned; principals of colleges have a mixed function, partly administrative and partly learned.

Now, it is at once clear that we cannot rely on the ordinary appointments of the Indian Civil Service for officers to fill the learned branch of the Educational Service. When a professorship of Sanskrit, mathematics, history, logic, engineering, or any other subject, is vacant, we require to fill it, not a man of general cultivation, but of special attainments, a man who has gone deeply into the particular science, and given his whole mind to it. Unless our professoriate is supplied with scientific men possessing profound special knowledge, our university must degenerate, and become a mere pretence and laughing-stock. Thus it will always be necessary to choose our professors in a different way from the ordinary members of the Civil Service. And not only must they be chosen differently, but from the particular nature of their pursuits, they will hardly be in a position to qualify themselves for employment in the revenue or political branches of the public service. Thus, though a versatile professor might occasionally be thought fit for practical duties, yet, as a general rule, they will remain separate; and the professoriate, which I estimate as likely to consist of about 15 appointments out of 30, and as amounting therefore to about half the higher Educational Service, must be pronounced incapable of real amalgamation with the Covenanted Civil Service of this Presidency.

(*b.*) Passing now to the administrative branch of the Educational Service, which consist of first grade high schoolmasters, inspectors, and the director (altogether to be reckoned at about 15 appointments), I should say that there would be no objection to filling these appointments with members of the Civil Service, beyond the objections likely to be raised by the Civil Service itself. The question seems to me to be this. Can it be said that employment in the Educational Department is a good qualification for high public offices, such as Secretary to Government, or member of Council? Supposing a man to have served for five years as a schoolmaster, and five years as educational inspector, and three years as Director of Public Instruction, would he be likely to be thought qualified for the functions of Secretary to Government, in the revenue, judicial, or political departments? If not (and I confess, I think not), then members of the Civil Service are hardly likely to elect to enter the educational branch, which would begin with a schoolmastership (a kind of appointment against which there is a certain amount of social prejudice), and which would end with chances of promotion far inferior to those offered either by the revenue or the judicial lines.

(*c.*) But supposing that high schoolmasterships were allowed to lead to assistant collectorships and other similar appointments, it might be then not difficult to induce young civilians to accept such appointments, at all events, for short periods. The only question would be, would not the general administration of the country suffer to some extent by the loss of district experience which would be implied in the fact of a future collector spending three or four years of his early life in scholastic duties in a town, instead of in the management of talooka affairs in the mofussil?

(*d.*) Young civilians would be generally extremely well fitted for the duties of educational inspectorships; but I think that these appointments ought henceforth to be reserved as promotion for the high schoolmasters. If the schoolmasters are to be civilians, then the inspectorships would become civilian appointments, but not otherwise, in my humble opinion.

(*e.*) Government suggests that candidates chosen for the Civil Service might be allowed to elect for the educational branch, and might have leave to complete their university course before coming out to India. I think that this arrangement would be a little complicated, and, on general grounds, undesirable—*first*, because the appointments of schoolmasterships are so few that it would be a matter of uncertainty when vacancies would occur; *second*, because a civilian, by electing to finish his university course, would really cut himself off from that special preparation for Indian service which his contemporaries would receive in London, and would, by confining himself to merely academical acquirements, disqualify himself to a considerable extent for higher offices, such as that of Secretary to Government, in this country. I may add, *thirdly*, that I should not place much faith in the activity of a man's university studies *after* he had attained such a prize in life as a civilian appointment.

4. On the whole, then, I am reluctantly brought to think that, though the Educational Service of this country would gain in strength and efficiency if it could be amalgamated with the Covenanted Civil Service, the difficulties in the way are too great to be overcome. Half the Educational Service must consist of men of special learning, of tolerably mature age, and with formed literary habits, quite different, in short, from the class of men required as civilians. The other half of the Educational Service can hardly offer, in itself,

itself, sufficient inducements for civilians to enter it; and, on the other hand, it would not serve as a good preparation for revenue or judicial appointments.

5. From these reasons I am induced to return to my former suggestion, namely, that the higher educational appointments should be made to constitute a separate Covenanted Service, with its own rules and conditions, upon the analogy of the ecclesiastical establishment in this country.

6. With regard to the question of rules for admission to this service, I beg to say that I considered myself excluded from entering upon the subject, having last year, in my letter No. 999, dated 17th October 1865, submitted detailed suggestions for the selection of educational officers in England, which were forwarded by Government to the India Office, and to which answer was made by the Secretary of State in his Despatch No. 3, dated the 12th February 1866, that he "did not wish to give up the responsibility of making educational appointments."

7. Being now authorised by Government to enter upon the subject anew, I would humbly suggest the following sketch of rules for admission to the Covenanted Educational Service:—

(*a.*) No one to be admitted to this service except as either first grade high schoolmaster, or professor.

(*b.*) Every vacancy to be filled up in England at the time of the Civil Service competition after at least six months' public advertisement, in all the universities, of the vacancy.

(*c.*) No one to be eligible to be a high schoolmaster who is not a graduate in some European or Indian University, or who is more than 26 years of age, or who does not produce a medical certificate of fitness for Indian service.

(*d.*) Every first grade high schoolmastership to be awarded by means of competition among the candidates for the vacancy, on exactly the same system, and by means of the same papers, as the civilian appointments.

(*e.*) No one to be eligible for a professorship who is not a graduate of some European or Indian University, or who is more than 30 years of age, or who cannot produce a medical certificate of fitness.

(*f.*) Every professorship to be awarded by competition in the subject of the vacant chair by the Indian Civil Service Examiners in that subject for the time being.

8. It will be observed that, in the above draft of rules, I have suggested that all appointments should be made in London. I think that this condition ought to be insisted on for a Covenanted Educational, as for a Convenanted Civil Service. Natives wishing to enter the service either as professors, or first grade high schoolmasters, would be able to do so by attending the competition (of which six months' notice would be given) in London. I need hardly expatiate on the reasons which render such a proviso most desirable.

9. It only remains for me to explain why I thought that the reason mentioned in the 14th paragraph of my letter, No. 1552, under reference, might be sufficient to justify a pension after 14 years being granted to higher educational officers; Government points out that some of the educational appointments are not teaching appointments; but the fact is that only the director's and inspectors' appointments (that is, five or six officers out of 30) are other than teaching appointments, so that four-fifths of the entire proposed service would come directly under the terms of Dr. Arnold's dictum, and even with regard to the director and the inspectors, it would be equally true that a tolerably frequent introduction of "new blood" is highly desirable.

10. In suggesting a short term for the attainment of pension in the Educational Service, it will be observed that I have at the same time proposed an extremely modest amount of pension. Should Government wish the time of service prolonged for persons holding educational office, I trust they will see fit to grant at the same time a higher rate of pension.

11. Should Government think the difficulties which I have above stated to the amalgamation of the education with the Covenanted Civil Service, not insurmountable, I can only say that no one would more gladly welcome, than myself, such an amalgamation.

Note.—The request of the Bombay Government was refused on the grounds stated in the following Despatch:—

From the Government of India, to the Secretary of State for India
(No. 9, dated 6th September 1867).

We have to acknowledge the receipt of your Despatch, No. 5, dated the 16th July, in which you request to be furnished somewhat more fully with the views entertained by us respecting Sir Alexander Grant's proposals submitted to us with the letter from the Bombay Government of the 31st January last, with regard to the higher appointments of the Bombay Educational Service.

2. Sir Alexander Grant's proposals related to the division of the Bombay Educational Service into two grades. The higher grade, comprising head masters of first-grade high

schools, educational inspectors, professors, principals of colleges, and the Director of Public Instruction, he would form into a Covenanted Educational Service, with rules of its own as regards nomination, salary, and pension, upon the analogy of the Ecclesiastical Service; the lower grade, comprising all other persons holding educational appointments, he would constitute the "Uncovenanted Educational Service," and allow it to remain on the footing of the present rules.

3. The grounds on which Sir Alexander Grant's proposals were made are the present alleged unsatisfactory condition of the Educational Service, and the disappointment felt by the superior officers of the department with the arrangements sanctioned in the Secretary of State's Financial Despatch, No. 290, dated 23rd December 1865*, in regard to pensions.

* Educational Proceedings, February 1866, No. 52.

4. The rules and conditions of the proposed Covenanted Educational Service are detailed in the 13th paragraph of Sir Alexander Grant's letter.

5. These proposals seemed to us to require consideration under the following headings:—

(1.) The present alleged unsatisfactory condition of the Bombay Educational Service, and the grounds thereof;
(2.) The proposed reorganisation of it;
(3.) The grounds of the proposed scheme;
(4.) The rules by which the new scheme is to be worked.

6. Sir Alexander Grant's remarks under the first heading did not appear to us to be altogether free from inaccuracies and exaggeration.

7. In the first place, we observed that he based his views in the 36th paragraph of his Educational Report for 1865–66, the substance of which paragraph is a complaint that no steps whatever had been taken to secure for the Department of Public Instruction, as for the Covenanted Civil Service, a supply of officers fitly qualified. This is simply a reiteration of a suggestion that has been already negatived by the Home Government†, and we have only to remark that we do not consider Sir Alexander Grant's complaint to be well founded; indeed, it is altogether inconsistent with the succeeding paragraph of the same report, which for facility of reference we quote in the margin ‡.

8. Sir Alexander Grant then went on to express his opinion that the Bombay Educational Service "is a very poor, precarious, and, in fact, miserable sphere into which one can hardly dare to advise any young man of ability and cultivation to enter." On this point we compared the emoluments and the duties in the Bombay Educational Department with those of the other Educational Departments, and we did not find the alleged inferiority of the former; indeed, the Bombay service is actually in a far better position than the same service in the Punjab, or in any of the minor administrations. Neither did we assent to the view that the Bombay Educational Service has sprung up "fortuitously." It was deliberately established in accordance with the Educational Despatch of 1854 (paragraphs 17 to 22), as afterwards modified by the Despatch of 1859 (paragraph 41). The very fact that Sir Alexander Grant himself is in the Bombay Educational Department is no mean proof of its power of attracting first-rate men. Nor could we accept the statement made in his 12th paragraph, that the higher educational appointments have hitherto been dealt with "neglectfully, given away to political retainers, or filled up at hap-hazard like other uncovenanted appointments." No such complaint had hitherto reached us from any of the presidencies or provinces, and we were of opinion that there was no ground whatever for assuming that such abuses had crept into the nominations to the Educational Department in Bombay, or were likely to do so.

§ Clauses *c* and *b* of paragraph 2.

9. There are minor inaccuracies§ in Sir Alexander Grant's representation of the present condition of the service which we do not consider it necessary here to notice. With reference, however, to the grounds of dissatisfaction stated in Sir Alexander Grant's 3rd paragraph, we considered that the withdrawal of the covenant and the substitution of a letter of appointment, in which the right of Government to dispense at six months' notice with the services of the person appointed is reserved, were entirely points for your consideration.

10. As regards the second and third headings, the first point which occurred to us was that there is no evidence whatever of the failure of the present system, or of the consequent

† Education Despatch from Government of Bombay to Secretary of State, No. 8, dated 28th November 1865.
Education Despatch from Government of India to Secretary of State, No. 22, of 1865, dated 14th December.
Education Despatch from Secretary of State to Government of India, No. 4, of 1866, dated 12th February.
Education Despatch from Secretary of State to Government of Bombay, No. 3, of 1866, dated 12th February.

‡ 37. In making these general remarks, which I submit with all deference, I beg at the same time to acknowledge with gratitude the appointments by the Secretary of State during the past year of Mr. K. M. Chatfield to be Principal of the Elphinstone College, and of Dr. F. Kielhorn to be Superintendent of Sanskrit studies in the Poonah College. Both these gentlemen are highly qualified for the appointments conferred upon them, and will add a great strength to the department.

sequent necessity for the establishment of a new Covenanted Service. The present system, as stated above, was organised on the instructions laid down in the Educational Despatches of 1854 and 1859, the latter* of which is far from encouraging any notion of a special Covenanted Educational Service. On the contrary it points to the necessity of refraining from the appointment of any covenanted officials to the department on the ground of the disproportion of the cost of the controlling agencies, as compared with the money spent on direct measures for instruction. Sir Alexander Grant's proposals would tend to aggravate this disproportion.

* *See* paragraphs 5, 40, and 41.

11. Again, we noticed that Sir Alexander Grant's scheme was based, not on what actually had happened, but on his estimate of the future. "The department will degenerate," he said, "unless its higher appointments continue to be held by Europeans of cultivation and learning." But unless it could be shown that such would not be the case, the plea obviously failed.

12. As to the question raised by the Bombay Government, whether the Covenanted Educational Department should not be organised, from the Covenanted Civil Service, we considered it satisfactorily disposed of in Sir Alexander Grant's second letter of the 7th January. But we were also of opinion that Sir Alexander Grant's own scheme for the constitution of a separate Covenanted Educational Service was open in one respect to the very objections urged by him against the plan of amalgamating the Educational with the Civil Service, inasmuch as any scheme of general selection and general promotion is wholly unsuited to one main branch of the proposed Educational Service, namely, that of the professors. It is true that to get over this difficulty, Sir Alexander Grant proposed a totally different system of selection and treatment for professors, viz., that each professor should, as a rule, be selected in England for his special chair, and that he should remain in it ordinarily without promotion, but with a yearly increment to his salary up to a certain fixed limit. But as the professors would form about one-half the proposed Educational Service, it is clear that this measure would be opposed to the principle enunciated in the 41st paragraph of Lord Stanley's Despatch of the 7th April 1859, "that every encouragement be given to persons of education to enter the Educational Service, even in the lower grades, by making it known that, in the nomination to the higher offices in the department, a preference will hereafter be given to those who may so enter it, if competent to discharge the duties."

13. In the next place, the financial result of the scheme was not sufficiently shown. Sir Alexander Grant merely stated that it would† involve no large expenditure of the public funds, and the Bombay Government omitted to notice the question of cost altogether. We had no means of making a sufficiently accurate calculation of the extra expenditure involved in these proposals; but it was obvious that, as all grades in the Department, except the Director's were to be raised,‡ and as 14 years instead of 27 or 30, were fixed for the maximum of service for pension, and as pensions were proposed on the ecclesiastical scale without reference, be it observed, to the considerable inferiority of pay enjoyed by the Ecclesiastical Service during the term of residence in India, the aggregate expenditure involved must be very large indeed. No doubt the Bombay Educational Service is susceptible of improvement; but we repeat it is not in a worse position than the Educational Service elsewhere, and we felt that the points to be discussed must be considered, not with reference to Bombay only, but for all India, as there could be no doubt that any privileges conceded to the Bombay Educational Service would be demanded, and with justice, by the Educational Services in other parts of India also, and would have eventually to be conceded to them. In fact, the question of social rank and precedence of all educational officers is now under our consideration in connection with the propriety of soliciting a general revision of Her Majesty's Warrant of Precedence. We admit that the grounds for the re-organisation of the service are strongly put by the Director of Public Instruction in his 11th paragraph; but it seemed to be overlooked that the main point for our consideration was, not how the service could be modelled on principles of theoretical perfection, but what was the best service that could be obtained consistently with the large and daily increasing demands which are made upon us for education elsewhere; and we believe that, on the whole, the cause of education is as efficiently served in Bombay with the existing department as in any other administration.

† Paragraph 7.

‡ Paragraph 13, clause 5, of Sir Alexander Grant's letter.

14. As regards the fourth point, the proposed rules of the Covenanted Educational Service, these were of course secondary to the main question whether such a service is to be introduced at all. The rules are stated in Sir Alexander Grant's 13th paragraph, and they appeared to us to be unnecessarily favourable throughout. Nor could we accept the argument urged for limiting the service of educational officers to 14 years, an argument which clearly does not apply to the administrative part of the department.

15. Such were the grounds on which we addressed to the Bombay Government our letter of the 16th March, stating that we were unable to reccommend to you Sir Alexander Grant's proposals for adoption. A re-consideration of these grounds has not induced any modification in our views, and we are still of opinion that the only tangible cause for dissatisfaction urged by Sir Alexander Grant is that relating to the terms of the covenant of appointment of educational officers in England, and this, as we have stated above, we consider to be one entirely for the decision of Her Majesty's Government.

XIII.

Alterations in the Arts Regulations of the Calcutta University.

From *J. Sutcliffe*, Esq., M.A., Registrar, Calcutta University, to the Secretary to the Government of India, Home Department (No. 660, dated 24th July 1866).

I have the honour, by direction of the Vice Chancellor and Syndicate, to request that the sanction of his Excellency the Governor General in Council may be given to the following alterations in the Arts Regulations of the Calcutta University, which have been adopted by the Senate, on the recommendations of the Faculty of Arts and the Syndicate.

The first alteration to which I am to request the sanction of his Excellency in Council arises from the adoption of the following Resolution:—

"That the successful candidates at the examinations for entrance, First Arts, and B.A., be arranged in three classes instead of two classes as at present."

By the proposed division of the successful candidates into three classes, it is considered that a better discrimination between the merits of the candidates will be provided than is afforded by the present division. Many appointments are now given away, more particularly in the Educational Department to candidates who pass in the Second Class, and there is necessarily a considerable difference in the attainments of those whose marks place them nearly at the top of the Second Class, and those who barely pass at all. The proposed sub-division will, moreover, afford a complete classification of the schools which send up entrance candidates, and in that view will be a useful guide to educational authorities.

It is not intended to alter the standard of marks for the First Class, but the proposed Second Class will consist of students who occupy a mean position, as regards marks, between those of the First and Third Classes.

For readier reference, the present regulations for each examination are given in the margin, and the following are the amended regulations which are recommended for his Excellency's sanction:—

Entrance Examination.

7. On the morning of the fourth Monday after the examination, the Syndicate shall publish a list of the candidates who have passed, arranged in two divisions, each in alphabetical order. Every successful candidate shall receive a certificate in the form entered in Appendix A.

First Examination in Arts.

7. On the morning of the fourth Monday after the examination, the Syndicate shall publish a list of the candidates who have passed, arranged in two divisions, the first in order of merit, and the second in alphabetical order. Every candidate shall, on passing, receive a certificate in the form entered in Appendix A.

Bachelor of Arts.

7. On the morning of the fourth Monday after the examination, the Syndicate shall publish a list of the candidates who have passed, arranged in two divisions, the first in order of merit, and the second in alphabetical order.

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First Examination in Arts.

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Bachelor of Arts.

7. On the morning of the fourth Monday after the examination, the Syndicate shall publish a list of the candidates who have passed, arranged in three divisions, the first in order of merit, and the second and third in alphabetical order.

The other alteration, to which his Excellency's sanction is solicited, is in the form of the certificate which entrance candidates are required to send in, when they apply to be admitted to the examination. For readier reference, the present form is given in the margin, and the following is the amended form which has been adopted by the Senate:—

Certificate.

I certify that the above-named candidate has, to the best of my belief, attained the age of 16 years; that I know nothing against his moral character; that he has not already passed the Entrance Examination of the Calcutta University; and that he has signed the above application.

This certificate is to be signed by the Principal or Head Master of the College or School at which the candidate has been or is being educated; or, if he be a private * student, by the Deputy Inspector of Schools of the district in which he resides.

The 186.

This certificate is to be signed by the Principal or Head Master of the College or School at which the candidate has been or is being educated; or, if he be a private * student, by the Deputy Inspector of Schools of the District in which he resides.

Certificate.

I certify that the above-named candidate has, to the best of my belief, attained the age of 16 years; that I know nothing against his moral character; that he has not already passed the Entrance Examination of the Calcutta University; that there is, in my opinion, a reasonable probability of his now passing it; and that he has signed the above application.

The

* Private Student:—One who has attended at no educational institution for six months before the examination.

The amended form differs from the old form only in requiring head masters to express an opinion as to the fitness of their candidates to undergo examination. The result of the last entrance examination shows that a large number of candidates came forward who could not, in the opinion of their teachers, have had any reasonable expectation of passing, and it is believed that a considerable number wish to come forward at the next examination who are no better prepared. The examination of such candidates is a waste of examiner's time, and gives considerable trouble to the university. Moreover, the cost of conducting the examination will be increased materially if the present system of indiscriminate admission be continued.

On these grounds, it is recommended that the sanction of his Excellency be given to the amended form of certificate for entrance candidates.

From *A. M. Monteath*, Esq., Under Secretary to the Government of India, Home Department, to the Registrar of the Calcutta University (No. 3770, dated 17th August 1866).

I AM directed to acknowledge the receipt of your letter No. 660, dated the 24th ultimo, submitting for sanction certain alterations in the Arts regulations of the Calcutta University appertaining to the examinations noted in the margin, and to the form of certificate required of candidates for Matriculation.

Entrance Examination.
First Examination in Arts.
B. A. Examination.

2. In reply, I am directed to intimate that the Governor General in Council is pleased, under Section 8 of the Act of Incorporation [No. II. of 1857], to approve of the proposed alterations.

XIV.

WORKING OF THE GRANT-IN-AID RULES IN MADRAS.

From the Secretary of State for India to the Government of India (No. 5, dated 9th March 1866).

I HAVE had under my consideration in Council your letter, dated the 6th March (No. 3) 1865, forwarding in reply to Sir Charles Wood's Despatch of the 23rd January (No. 1) 1864, certain documents relative to the administration of grants-in-aid, and drawing attention to the report of the Director of Public Instruction in Bengal on the subject; noticing two measures connected with the grant-in-aid system sanctioned by you in the year 1864, and remarking that, before urging the more general adoption of the "system of grants-in-aid by capitation results, which have been introduced at Bombay," you think it necessary to watch the working of the system.

2. In addition to the proceedings forwarded in your letter, I find, from an examination of your books of proceedings, that you have given your sanction to revised rules for the administration of grants-in-aid in Madras, Bombay, the North Western Provinces, Oude, British Burmah, and the Central Provinces.

3. The rules thus sanctioned by you differ very widely in their character. To notice the principal divisions of territory only, the rules for the North-Western Provinces, resembling those which have been in use in Bengal, are based upon broad and comprehensive principles; under those of Madras, aid is limited almost entirely to the augmentation of teachers' salaries, with the object of improving the quality of education; while those of Bombay are framed on the system of payment by results of individual examinations, which forms the basis of the revised code in this country.

4. I do not find anything like a general review by your Government of these differing systems, nor any indication of an opinion whether the modifications made in the previously existing systems by the several local Governments were such as to obviate the complaints of the ineffective working of the system of grants-in-aid referred to you in the Despatch of 23rd January 1864, and to secure the object proposed to you in that Despatch of so framing the grant-in-aid rules as, "while affording the requisite security for the due application of the grants, to interfere as little as possible with the free action of those who may seek, under their operation, to promote the spread of education among the masses of the people."

5. The only indication given by you of any opinion as to the relative advantage of the differing systems which you have sanctioned, is that you say you consider it "expedient to watch the working of the new system of grants-in-aid by capitation results," which has been introduced at Bombay, "before urging its more general adoption." I concur in this view, and am satisfied with the reasons assigned by the Lieutenant Governors of Bengal

and of the North-Western Provinces against the introduction at present of that system in those provinces respectively.

6. The Report of the Director of Public Instruction in Bengal bears out the favourable view taken in the Despatch, No. 1 of 1864, as to the character of the Bengal rules, and to their generally satisfactory operation; and I am disposed to concur in the conclusion arrived at by the Lieutenant Governor, that the rules are well adapted to the wants of the country, and do not call at present for any alteration.

7. In the Mission schools receiving grants-in-aid from Government in Bengal, the conductors do not, for the most part, profess to impart secular education of a high order or to prepare the scholars to enter into competition with the pupils of other schools for Government scholarships. There is every reason, however, to believe in the beneficial effect upon the Hindu population in Calcutta and elsewhere in Bengal of the education imparted to them under English gentlemen of the character and acquirements of the missionaries. There is, as the Lieutenant Governor remarks, ample scope for the labours of all who are willing to exert themselves for the promotion of secular education among the masses of the people of India; the benefits resulting from the efforts in this direction of missionaries and other benevolent persons have been repeatedly acknowledged, and Her Majesty's Government would greatly regret that those efforts should be disparaged, or that any ground should be afforded for supposing that Government or its officers are less disposed than heretofore to afford encouragements to such valuable and disinterested exertions.

8. I observe that, in the revised rules which have been sanctioned for the Madras Presidency, the "certificate system," or that by which grants are made to certificated teachers, proportioned in amount to the examination which they may pass, is still retained as the "leading feature" of the scheme; and as regards schools generally, therefore, the rules are still open to the objection which was formerly stated to them, viz., "that they tend to raise to an unnecessarily high scale the salaries of the masters, and by requiring a large proportion of such increased salaries to be paid by the promoters of the school, impose on them a charge beyond the necessities of the case." The hardship would be varied, but not diminished, should the managers of the school be unwilling or unable to raise the salary of a master who has successfully passed his examination to an amount equal to that of the grant to which his success in the examination would entitle him; for, in that case, the Government grant would not be paid in full, but be limited to the amount of salary paid by the managers, who would be unable to claim the balance of the grant as a contribution towards the general expenses of the school.

9. Among the changes introduced by the new rules, it is now provided: 1st, That a grant on a reduced scale may be given in aid of the salary of any masters or mistresses, of whose qualifications to perform their duties in a fairly efficient manner the Director of Public Instruction may be satisfied, though they may be unable to pass the certificate examination; and 2ndly, That in the case of elementary schools, the managers may have the option of obtaining grants according to the results of periodical examinations of the pupils. These provisions will materially mitigate the stringency of the rules as they formerly stood; and though I am not altogether satisfied that the rules even now are not unduly directed to the raising of the standard of education in existing schools, while they fail to afford sufficient encouragement to the establishment of new ones, I shall not urge any further alteration of the rules in this respect till the amendments which have been sanctioned shall have had a fair trial.

10. In the meantime I cannot, without a more distinct expression of opinion from your Government, consider the whole subject of the Grant-in-aid Rules to be satisfactorily disposed of; and I have to request, therefore, that, with reference to the representations forwarded with the Despatch of the 23rd of January 1864, you will inform me, with as little delay as possible, how far, in your opinion, the systems now in force in the different Presidencies are calculated to secure the object specified in the concluding paragraph of the above-mentioned Despatch.

From the Government of India to the Secretary of State for India (No. 5, dated 15th June 1866).

WE have thought it right, in consequence of the remarks in paragraph 3 and in paragraphs 8 and 9 of your Despatch No. 5, dated the 9th of March last, to request the Governments of Madras and Bombay to favour us with a report on the practical working, up to the present time, of the Grant-in-aid Rules in force in those Presidencies respectively, and on receipt of these reports, we will address you further, and will inform you whether, in our opinion, the systems now in force in those Presidencies are calculated to secure the objects specified in the concluding paragraph of your Despatch of January 1864.

2. It has not seemed necessary to make a similar reference to the other Governments and

and Administrations, because the observations in your Despatch, as to systems widely differing in character, are in fact applicable only to Madras and Bombay.

3. The rules for the Punjab, Oude, and the Central Provinces, resemble the rules in use in the North-Western Provinces, which are acknowledged in your Despatch to be "based on broad and comprehensive principles."

4. The rules in Bengal do not differ materially from the rules in the North-Western Provinces, except in respect of the smaller proportion which, under the former, the Government grant is to bear in the case of schools of a certain class to the income guaranteed from local sources, including fees. This difference is justified in Bengal, as regards the schools to which it applies, by the greater advance which education has made in Bengal than in other provinces, and by the greater willingness of the people of Bengal to pay for education than is found as yet to exist generally in other provinces. We believe that the Bengal rules are (as you have observed in your Despatch in concurrence with the opinion of the Lieutenant Governor of Bengal) well adapted to the wants of the country.

5. We desire to assure you that we fully share in the sentiments which you have expressed in the 7th paragraph of your Despatch regarding the mission schools in Bengal, and their beneficial effect upon the native population.

6. We beg to call attention to our Despatch, dated the 18th of July last, which would seem, from the reference made in paragraph 2 of your Despatch under acknowledgment to our "Books of Proceedings," to have been overlooked. In this Despatch we stated that we had informed the several Local Governments and Administrations, in forwarding to them your Despatch of January 1864, that we should not deem it necessary to prescribe one uniform set of rules for all India, but that we should be willing to take into consideration the circumstances of each province, and the opinions of the authorities charged with its administration, and to sanction such rules for the regulation of grants-in-aid as consistenly with the general principles of the system might seem to be most applicable in each case.

7. It is in accordance with this view of the course which it is expedient for the Central Government to follow in its connection with the subordinate Governments, that we have not thought it desirable to force upon the Governments of Madras and Bombay rules of the same character as those adopted in the provinces more immediately subject to the control of the Governor General in Council.

From *A. J. Arbuthnot*, Esq., Chief Secretary to the Government of Fort St. George, to the Secretary to the Government of India, Home Department (No. 336, dated 25th October 1867).

In continuation of my letter of the 26th ultimo, No. 305, I am directed to submit for the consideration of the Government of India, and for transmission to the Secretary of State, the report called for in the letter from your department, under date the 15th June 1866, on the practical working of the Grant-in-aid Rules in force in this Presidency, with reference to the remarks contained in the Despatch from Earl de Grey and Ripon, under date the 9th March 1866.

2. Your letter was at once communicated to the Director of Public Instruction, who was directed to submit a full report on the whole subject; but, previous to the receipt of his reply, which is contained in his letter of the 16th October 1866, the attention of the Government had been drawn to a defect in the schedules relating to the system of grants on the payment-for-results plan, and the Director had been instructed to revise the schedules in communication with the inspectors and some of the principal managers of schools, including the representatives of the leading educational societies, and to furnish the Government with a draft of the revised schedules which he would propose to substitute for those now in force. One not unimportant portion of the rules (and that one which, in fact, was advocated by the opponents of the rules sanctioned in 1858, as furnishing the most suitable means of aiding private schools,) being thus under revision, the Governor in Council did not feel himself in a position to enter upon a comprehensive review of the questions raised in the Despatch of Earl de Grey and Ripon, pending the receipt of the Director's proposal for amending the schedules, which only reached the Government on the 6th ultimo.

3. In your letter now under acknowledgment, the Madras Government are requested to state whether they are satisfied that the Grant-in-aid Rules in force in this Presidency are calculated to secure, and do in fact secure, the object specified in the concluding paragraph of the Secretary of State's Despatch, dated 23rd January 1864, No. 1, and especially whether the free action of those who are interested in promoting the spread of education among the masses of the people is in any degree fettered in the manner suggested in the 8th paragraph of the Despatch from Earl de Grey and Ripon. In the first-mentioned Despatch, the object with which the Government of India were then desired to give their consideration to the administration of grants-in-aid was stated to be "the removal of any

impediments in the way of the extension of the system, and the adoption of such rules as—consistently with the principles laid down in the Despatch of July 1854, while affording the requisite security for the due application of the grants—shall interfere as little as possible with the free action of those who may seek under their operation to promote the spread of education among the masses of the people." In the Despatch of the 9th March 1866, it is stated that, under the rules in force in this Presidency, aid is limited almost entirely to the augmentation of teachers' salaries with the view of improving the quality of education, and the opinion is expressed, that "the rules are still open to the objection that they tend to raise to an unnecessarily high scale the salaries of the masters, and, by requiring a large proportion of such increased salaries to be paid by the promoters of the school, impose on them a charge beyond the necessities of the case." The Despatch goes on to say that "the hardship would be varied, but not diminished, should the managers of the school be unwilling or unable to raise the salary of a master who has successfully passed his examination to an amount equal to that of the grant to which his success in the examination would entitle him; for in that case, the Government grant would not be paid in full, but be limited to the amount of salary paid by the managers, who would be unable to claim the balance of the grant as a contribution towards the general expenses of the school."

4. The Governor in Council cannot think that the defects adverted to in the remarks above quoted are necessarily inherent in the Grant-in-aid Rules at present in force in this Presidency. In the first place, as the Director points out in the third paragraph of his letter of the 16th October last, it is not the fact that under the Madras rules "aid is limited almost entirely to the augmentation of teachers' salaries with the object of improving the quality of education." As Mr. Powell observes, the Madras rules do not limit the assistance given by Government to the payment in part of the salaries of teachers, though undoubtedly their distinctive feature is that (except in those cases in which aid is given on the payment for results plan) they allow of the grant of aid for specific purposes only, and not for the general support of the school. Aid is given for other purposes as well as the payment in part of the salaries of the teachers, though the latter, as being the most important branch of school expenditure, naturally absorbs by far the largest portion of the grants. It is equally erroneous, his Excellency in Council would submit, to describe the grants given in aid of the salaries of teachers as grants "for the augmentation of teachers' salaries with the object of improving the quality of education." The avowed object of the rules which relate to the grants-in-aid of teachers' salaries is to enable the managers of schools under inspection to obtain from Government the means of paying a portion of the salaries of their teachers—one-half in the case of certificated teachers, and one-third in the case of teachers who do not hold certificates. It is nowhere laid down that the grants given by Government are intended merely to augment the salaries of the teachers, or in other words, to be in addition to the salaries for which fairly qualified teachers can be obtained. The intention of the rules is that, in the case of schools already in operation when brought under inspection, the managers shall be able to save a portion of the salaries hitherto paid by them to those teachers in aid of whose salaries grants are given, and to apply the saving either to employing additional teachers, or to establishing additional schools, or to some other educational purpose; while, in the case of new schools, the managers are enabled to make all their preliminary arrangements for the engagement of teachers, &c., with reference to the amount of Government aid available under the Grant-in-aid Rules. The Government of India will have learnt from the papers submitted with my letter of the 16th October 1864, that there was at one time some misconception on this point on the part of certain managers of schools in this Presidency, who imagined that the grant was intended to be additional to the salary which the master received, or would have received from the managers if no grant had been given by Government; but the point was discussed at some length in those papers (*see* Selection from the Records of the Madras Government, No. LXXXII), and the Governor in Council has no reason to suppose that a similar misconception still prevails. It has no doubt happened in many schools, where the scale of salaries previously given by the managers was unduly low, that the grant has become practically an augmentation to the salary of the teacher, or that it has enabled the managers to employ more efficient teachers than they had previously been able to obtain. In neither of these cases would any portion of the funds at the disposal of the managers be set free for an extension of their work, and the effect of the grant would undoubtedly be, in the first case, to augment the salary of the teacher, and so to enable the managers to maintain the quality of the education by retaining the teacher, who, having been previously underpaid, would probably have sought other employment had not the Government grant admitted of an augmentation of his salary, and in the second case, to enable the managers to improve the quality of the education by employing more efficient teachers, whose services could not have been obtained for the salaries previously at the managers' disposal. One instance of the latter result, in the case of the Central School of the Free Church of Scotland's Mission—where, however, the grant of aid has been followed by a very great improvement in the number of pupils, as well as in the quality of the instruction—is given in the Director's letter of the 16th October last; and that the same result has followed the issue of the grants in other cases is to be gathered from the extracts given in the fourth paragraph of the same letter, with reference to the effect of the new rules in the schools of other societies. But this, the Governor in Council would observe, is an incidental, and, as he must think, by no means undesirable, result, of the issue of Government grants, and he cannot, he would submit,

submit, be regarded as affording evidence that the rules in force are not calculated to develope the extension of education by the establishment of new schools, or by the enlargement of existing schools. All that it proves is that, in certain cases, the managers of schools have deemed the improvement of existing schools to be preferable to the establishment of new schools—not that there is anything in the certificate system which is really inconsistent with the latter object.

5. Passing on to the more specific objection advanced in Earl de Grey's Despatch, to the effect that the revised rules, like those which they superseded, tend to raise to an unnecessarily high scale the salaries of the masters, and, by requiring a large proportion of such salaries to be paid by the promoters of the school, impose upon them a charge beyond the necessities of the case, I am directed to remark that, in the opinion of his Lordship in Council, it would be impossible to fix the maximum grants which may be given at lower rates than those laid down in the existing rules, and that, inasmuch as the rates are maximum rates, while no minimum rates have been prescribed, the managers are in no way compelled to give salaries higher in amount than would be justified by the market value of their teachers' services. The maximum rates of grant assignable for the several grades of certificates are necessarily based on general considerations, applicable to the Presidency taken as a whole, and, regarded from this point of view, it cannot be said that they are unduly high. At the same time, it is probable that, in some parts of the country, and in reference to the teachers of certain classes of schools, as, for instance, the schools for the Shanars in Tinnevelly, a lower scale of salaries is sufficient, and in such cases his Excellency in Council considers that it cannot justly be regarded as a hardship on the teachers that the salaries should be regulated by their employers at rates below those which they might receive if the managers deemed it necessary to take full advantage of the grants obtainable under the rates. His Excellency in Council would request the attention of the Government of India and of the Secretary of State to the remarks made on this point in the Chief Secretary's memoranda recorded in the selections already referred to.

6. From the quotations made in the Director's letter of the 16th October last, and from the general tenor of the communications appended to that officer's letter of the 5th ultimo, it may be inferred that the foregoing views are shared by the leading managers of schools in this Presidency. The Reverend Mr. Symonds, Secretary to the Society for the Propagation of the Gospel, declares himself to be "well satisfied with the working and results of the present rules in regard to the schools generally." The Reverend Mr. Miller, Secretary to the Financial Board of the Free Church of Scotland's Mission, expresses himself to the same effect; and the Secretary to the Church Missionary Society admits that "an impetus has been given." Turning to the statistics of the two years which have elapsed since the present rules were brought into operation, it appears that in 1865-66, the first complete year in which the revised rules were in force, the grant-in-aid expenditure, exclusive of building grants, rose from 89,802 rupees, the sum expended in 1864-65, to 1,16,896 rupees. During the same period, the number of aided schools rose from 502, with an attendance of 22,351 pupils, to 775, with an attendance of 27,381 pupils. During the eleven months ending on the 31st of March last, the grant-in-aid expenditure amounted to 1,21,271 rupees, which, for twelve months, would give an expenditure of 1,32,295 rupees. The number of aided schools at the close of the latter period was 879, of which—

		Pupils.
15	were Schools of the Higher Class, with	3,657
154	„ „ Middle „	10,913
706	„ „ Lower „	20,228
4	Normal Schools, with	462

The aggregate number of pupils in aided schools was 38,160. The expenditure for the eleven months was distributed as follows:—

	Rs.	*a.*	*p.*
College	4,845	5	8
Schools of the Higher Class	34,081	15	1
„ „ Middle „	54,037	2	11
„ „ Lower „	17,118	7	–
Female Schools	4,947	10	5
Normal „	6,271	5	4

The expenditure on schools of the lower class and female schools, amounting to *Rs.* 22,066 2. 5., or less than one-fifth of the aggregate expenditure on grants-in-aid, may be taken to represent the amount expended on purely elementary education. It must be borne in mind, in connection with these figures, that, while the average grants made to higher class schools amounted to 2,893 rupees per school, and to middle class schools to 351 rupees per school, the average grant to schools of the lower class and female schools was only *Rs.* 31 5. per school; the average expenditure from all sources per school in each case being as follows:—

	Rs.	*a.*	*p.*
For Schools of the Higher Class	8,647	9	9
„ „ Middle „	1,660	2	7
„ „ Lower „	115	10	6

After, however, making every allowance for the fact that the individual grants to the elementary village schools must necessarily be small, the Governor in Council is constrained to admit that the proportion which the entire expenditure on elementary education bears to the aggregate grant-in-aid expenditure is at present unduly small, and that, even within the comparatively short period which has elapsed since the present rules were promulgated, more satisfactory progress in this important branch of educational work might not unreasonably have been looked for. The proportion which, in the several grades of schools receiving aid, the Government grant bears to the aggregate expenditure from all sources, is also very much below what the rules contemplate. The attention of the Director of Public Instruction has been called to both these points, and he has been instructed to submit, after communication with the inspectors and managers of schools, any explanatory information which he may be able to obtain with reference to them.

7. It appears that, up to the present time, for the reasons given in the enclosed correspondence, that part of the revised rules which provides the issue of grants on the payment-for-results system has been nearly a dead letter. The Governor in Council has accorded his provisional sanction to the revised Schedules A and B submitted with the director's letter of the 5th ultimo, and, with two exceptions, to the special regulations appended to the schedules. A copy of the schedules and regulations, as amended by the Government, is annexed. The regulations which have not been sanctioned are Nos. 8 and 13, the first of which empowers the inspectors to decline, under certain circumstances, conducting the examination of a school, while the second limits the amount of the grant payable on the results of the examination to a moiety, in the case of boys' schools, of the aggregate expenditure on the salaries of teachers, and, in the case of girls' schools, to a moiety of the aggregate expenditure on the salaries of teachers and of servants. The Governor in Council deems both these regulations to be unnecessary in the case of schools aided on the payment-for-results system. He concurs with the Reverend Dr. Caldwell in regarding it as "an essential element of the system of payment for results that Government should content itself with getting its money's worth of results for the money it grants, and leave it to the managers of schools to supplement its payments in whatever manner, and to whatever extent, they think fit." His Lordship in Council does not anticipate that, except in the case of indigenous village schools, the payment-for-results system will be taken advantage of to any considerable extent, and he agrees with the Director that it must be confined to elementary schools; but it is very desirable that its operation should not be impeded by any restrictions not absolutely essential.

"The rent of school-houses, the wages of school servants, the contingent charges of school."

8. The Governor in Council has also sanctioned, subject to the confirmation of the Government of India and of the Secretary of State, the addition of the words entered in the margin to Rule 25 of the present rules. It was intended, when the rules were framed, that grants should be made in aid of the rent of school-houses, the wages of school servants, and the contingent charges of schools as well as for other purposes specified in the rules, but as there seems to have been some misunderstanding on the point, the Government think it advisable that it should be expressly provided for.

9. The Governor in Council trusts that the Secretary of State will allow the Madras Grant-in-aid Rules, as above amended, to remain in force for a few years longer, or at all events, until a more lengthened experience shall have furnished adequate data for forming a satisfactory judgment as to their practical working.

SCHEDULE A.

STANDARDS OF EXAMINATION.

1st (Lowest) Standard.

1. *Vernacular Reading.*—As in the 1st Part of the 1st Book of Lessons in Tamil, the meanings of words to be given.
2. *Writing*, in large hand, short words out of the Reading Book.
3. *Arithmetic.*—Notation to thousands, easy Addition, and the Multiplication Table to five times five. English figures to be used in all cases.

2nd Standard.

1. *Vernacular Reading.*—As in the 2nd Part of the 1st Book of Lessons in Tamil and the first twenty-five lessons of the 2nd Book. Explanation to be given.
2. *Writing* from dictation short sentences out of the Reading Book.
3. *Arithmetic.*—Substraction, Multiplication, and Division. The Multiplication Table to twelve times twelve.

3rd Standard.

1. *Vernacular Reading.*—As in the 2nd Book of Lessons in Tamil generally, with explanations.

2. *Writing*

2. *Writing* from dictation in small hand out of the Reading Book.

3. *Arithmetic.*—Compound Rules and Reduction with the ordinary Weight, Measure, and Money Tables.

4. *Grammar.*—Etymology, as in Pope's 1st Catechism of Tamil Grammar. Questions to be put in reference to the Reading Book.

5. *Geography* of the district in which the school is situated.

6. *English Reading.*—As in the 1st Book of Reading of the Madras School Book Society, with explanation in Vernacular.

7. *Writing,* in large hand, easy words from the English Reading Book.

4th Standard.

1. *Vernacular Reading.*—As in the 3rd Book of Lessons in Tamil, with explanation and paraphrase. The quantity to be brought up for examination to be equivalent to about half of the 3rd Book.

2. *Writing* from dictation out of the Reading Book.

3. *Arithmetic.*—Moderately easy practical questions in Vulgar Fractions and Simple Proportion.

4. *Grammar* generally, as in Pope's 1st Catechism of Tamil Grammar, with application to the Reading Book.

5. *Geography* of the Madras Presidency, with a general outline of the geography of Hindoostan. The knowledge required of the Madras Presidency to be such as may be obtained from the study of the "short account of the Madras Presidency" in connection with a map.

6. *English Reading.*—As in the 2nd Book of Reading of the Madras School Book Society, with translation of easy passages into Vernacular.

7. *Writing* from dictation out of English Reading Book.

8. *English Grammar.*—Etymology and the Syntax of simple sentences. Application to be made to the Reading Book.

SCHEDULE B.

Grants to Pupils passed under the several Standards.

	VERNACULAR.						ENGLISH, OR EXTRA LANGUAGE.			
	1. Reading.	2. Writing.	3. Arithmetic.	4. Grammar.	5. Geography.	TOTAL RUPEES.	6. Reading.	7. Writing.	8. Grammar.	TOTAL RUPEES.
1st Standard - - - -	1	½	1	–	–	2½	–	–	–	–
2nd ditto - - - -	1½	1	1½	–	–	4	–	–	–	–
3rd ditto - - - -	2	1	2	1	½	6½	2	1	–	3
4th ditto - - - -	3	1	3	1½	1½	10	3	1½	1½	6

(*a*) For English and Eurasian children, the English language may be taken as the Vernacular; and, in the place of English as an extra language, one of the vernaculars of the Presidency, Tamil, Telegu, Canarese, Malayalum, and Hindoostanee, may be brought up.

(*b*) In the case of girls' schools the grants will be 50 per cent. higher; and in addition, a grant of 2 rupees will be given for tolerably fair plain needlework, and one of 4 rupees for decidedly good work of the same description. A capitation grant of 1 rupee a head will also be allowed, as a temporary measure, upon the average daily attendance during the year.

SPECIAL REGULATIONS in connection with the system of "Payment for Results."

Only one examination within an official year will be claimable by a school; but, to meet the case of indigenous schools, half-yearly examination will, when practicable, be given to such schools, and half the prescribed annual grants will be issued upon the results of each examination.

2. To be eligible for examination, a pupil must have attended six months at the school in which he is reading; and, to count a month's attendance, a pupil must have attended at least 15 days in that month.

3. A pupil is not to be presented for examination under any standard who has already passed for that standard at another school.

4. Where the inspection of a school is made annually, a pupil will not be allowed to pass more than once under any standard, save the fourth or highest. For the fourth, a pupil will be permitted to pass twice at the same school.

5. Where the inspection of a school is made half-yearly, a pupil may pass twice for each of the 1st, 2nd, and 3rd standards, and four times for the 4th standard.

6. In the case of half-yearly examinations the first may be made somewhat less severe than the second.

7. An application, in the annexed Form (C), must be made to the inspector of the division by the managers of a school seeking aid under the system of payment for results; and at the same time a copy of the application must be forwarded by them to the Office of the Director of Public Instruction. An application for inspection under this system must reach the inspector at least three months before; in the course of his ordinary tour, he will visit the district in which the school is situated. If this condition is not fulfilled, the inspector will be at liberty, should these arrangements render it decidedly inconvenient for him to visit the school, to let the application stand over till the following year's tour. In this case, the inspector is to send a memorandum of the course pursued by him to the managers of the school, and a copy of the same to the Office of the Director of Public Instruction.

8. When the preliminary conditions are fulfilled, the inspector will examine the children presented to him according to the standards specified by the managers of the school. After examination he will furnish the managers with a memorandum showing the pupils examined and passed under each standard, and the grant claimable in consequence. This memorandum is to be submitted to the Director of Public Instruction by the managers, with an application, requesting that the sum stated by the inspector to be claimable may be paid to them. On receiving the application and memorandum, the Director of Public Instruction will take immediate steps to pay the money.

9. Schools receiving aid under the salary grant system cannot claim assistance under the "payment-for-results" system, and *vice versâ*.

10. All schools receiving aid under the system of "payment-for-results" will, similarly to schools under the salary grant system, have to furnish such returns and statements as may be called for by Government.

11. To pass at an annual examination for any head belonging to a standard, a pupil must secure one-half of the marks assigned by the inspector to that head. The inspector is at liberty, however, to allow a small deficiency under one head to be compensated for by superior proficiency under another.

FORM C.

1. Locality.	2. Description of School.	3. Responsible Managers.	4. Number of Masters.	5. Average Number of Pupils during the last Three Months.	6. Average Monthly Expenditure for the last Three Months.	7. Average Monthly free Collection for the last Three Months.	8. Probable Number of Pupils that will be presented to the Inspector for examination under each Standard.	9. REMARKS.

We, the responsible managers of the above school, promise to comply with all the provisions of the Grant-in-aid Rules, in case of our receiving a grant according to the system of payment-for-results.

(*Signatures of Managers.*)

From *E. B. Powell*, Esq., Director of Public Instruction, to the Chief Secretary to the Government of Fort St. George (No. 2181, dated 16th October 1866).

I HAVE the honour to address you in reply to Order of Government, No. 197, of the 2nd July last, in which I was desired to report upon the operation of the revised grant-in-aid rules, now in force in the Madras Presidency.

2. In the first place, I have to observe that the time elapsed since the rules were brought into operation, viz., the 1st January 1865, is so short that the practical results obtained in the period cannot be regarded as deciding definitely upon the merits or demerits of the regulations. I have also to remark that I doubt if "Selections from the Records of the Madras Government, No. 82," containing all the important papers connected with the very full discussion of the grant-in-aid scheme which was carried on as a preliminary to the laying down of the present rules, had been brought prominently to the notice of the Home Authorities prior to the date of the Despatch, No. 5 of 1866, from the Right Honourable the Secretary of State for India. The "Selections" contain not merely theoretical arguments regarding the shape in which State aid should be given, but also the practical conclusions derived from a lengthened and intimate acquaintance with the work of instruction by the chief educationists of the Presidency. I suggest that the special attention of the Home Authorities be requested to the volume of "Selections" to which I have referred.

3. Another point deserving of notice, before proceeding with the immediate subject of this letter, is that paragraph 3 of the Despatch from the Secretary of State for India, No. 5, appears to indicate the existence of a misconception. It is there stated that under the Madras rules, "aid is limited almost entirely to the augmentation of teachers' salaries with the object of improving the quality of education." The Madras rules do not limit the assistance given by Government to the payment in part of the salaries of teachers, though undoubtedly their distinctive feature is that they allow of the grant of aid for specific purposes only, and not for the general support of the school. Prominent among such specific purposes, is the payment in part of duly qualified masters, in accordance with the well known maxim, "as the teacher, so the school." But grants are also issued for the payment of scholarships; the provision of books of reference, &c., and in some cases of school-books; the establishment and maintenance of libraries; the erection, purchase, enlargement, or repair of school buildings; and the provision of school furniture.

4. In my Report on Public Instruction for 1865-66, lately submitted to Government, I dwelt at some length upon the results of the revised rules, as stated in letters which had, at my request, been sent me from the great Christian Missions established in this Presidency. As this portion of my report contains, if not the whole, at least the main part of the information sought by the Government of India, I beg to introduce it here:—

"In the preliminary discussions connected with the revision of the Educational Grant-in-aid Rules, it was stated by some of the representatives of the chief missionary bodies, that their societies sought increased aid from Government, not with the object of easing the pressure on their funds, but with that of extending their educational operations. Considering it of much importance that Government should be placed in a position to see the extension given to the educational work of the leading missions, I addressed a circular upon the subject to the Secretaries of the Church Missionary and Gospel Societies, the Chairman of the Wesleyan Mission at Madras, and the Secretary to the Free Church of Scotland's Mission. I will now proceed to notice the chief points in the replies I received from the above gentlemen; and I may mention that besides other details, I requested the representative of each mission to specify, (1) the additional sum expended by his society on education since the promulgation of the new Grant-in-aid Rules, and (2) the additional number of scholars embraced by its operations from the same date.

"The Rev. Mr. Gray, on behalf of the Church Missionary Society, favoured me with three comparative tabular statements. Of these, one shows the teachers maintained, and the funds laid out by the society for the years ending the 30th September 1864, and the 30th September 1865; another gives the number of institutions and scholars at the close of the years ending the 31st December 1864, and the 31st December 1865; and the third indicates the number of teachers of different classes in the service of the society at the close of the same year.

"It appears that, on 30th September 1865, there were employed by the society, in the Madras Presidency, 14 European or East Indian teachers, and 465 Native ones, against 14 of the former and 463 of the latter on the 30th September 1864; that for the year ending 30th September 1865, the expenditure, including grants-in-aid, was 96,587 rupees, against 85,774 rupees for the preceding 12 months, while the amount of Government assistance received in the first-mentioned period exceeded that in the second, according to Mr. Gray, by about 5,000 rupees, or, according to the records of this office, by 4,193 rupees. The number of pupils was, for 31st December 1864, 9,941, and for 31st December 1865, 10,527. In 1865, there were 146 certificated Native masters and 19 certificated mistresses, against 141 and 17, respectively, in 1864.

"From these figures it is clear that, as is admitted by Mr. Gray, no material extension has been given to the operations of the Church Missionary Society. The secretary remarks, however, 'an impetus has, I think, been given, but it is yet too soon to form a judgment of the result.'

"The Rev. Mr. Symonds, Secretary to the Gospel Society, observes, that it would not be fair to judge of the operation of the new rules by what took place in 1865. He states that his society had embarked on a large expenditure in anticipation of the rules, and that this expenditure could not have been maintained but for the aid received from Government.

"Mr. Symonds makes the following observations regarding the society's outlay on education, which had slightly fallen in 1862: 'In 1863 it again reached 60,000 rupees, the grants being 11,495 rupees. In 1864 it amounted to 94,000 rupees, of which 26,669 rupees was met by grants. In 1865 we closed our accounts on the 30th September, which, in future, will be the end of our official year. I can only give you, therefore, the figures for the first nine months of 1865. In that period the educational outlay was 68,239 rupees. This is about 2,000 rupees less in proportion than for the same period in 1864, taking gross outlay; but then it is to be noticed that in 1864, the cost of building and repairs was nearly 7,000 rupees, whereas in 1865 it was only about 1,500 rupees; so that the outlay on teachers, &c., was actually greater. The grants for this period amounted to 15,485 rupees.'

"The chief advance appears to have been in the character of the education. This is indicated by the rise in the aggregate fees collected: in 1863 the fee collections were 2,475 rupees; in 1864, 5,715 rupees; and in 1865, 7,765 rupees. It is mentioned that the number of trained and certificated teachers employed by the society in 1865 was about double the number employed in 1862; from this, too, an improvement in the quality of the education may be concluded.

"The Reverend Mr. Stephenson, on behalf of the Wesleyan Mission, remarks that in 1864 his society drew in grants 4,370 rupees, a sum larger than it had received in any former year, owing to the liberal anticipation on the part of Government of the revised rules, and that in 1865 the amount rose to 7,411 rupees. The sum spent on schools in the Madras district was, for 1864, 16,903 rupees, and for 1865, 17,689 rupees. The financial difficulties against which the society had to contend are assigned as the reason for no greater extension having been given to educational operations; and it is also observed that the immediate effect of the new rules was, not to place a more numerous or more able staff of teachers at the disposal of managers of schools, but to raise the market value of teachers' labours.

"The point of most interest to which Mr. Stephenson calls attention is the effect of the increased aid furnished by Government in developing Anglo-Vernacular schools. On 31st December 1864 the number on the rolls of the society's Anglo-Vernacular schools was 1,206; and this number has now risen to 1,412. Again, if the schools be divided into two classes, aided and unaided, the former class shows an increase in attendance from 766 to 1,000, while in the latter there has been a small decrease. The rules are believed to operate more favourably for Anglo-Vernacular than for Vernacular schools, though the comparative stagnation of Vernacular education is ascribed more especially to an ever-increasing desire on the part of the Natives for instruction in English.

"The Reverend Mr. Miller, Secretary to the Free Church of Scotland's Mission, states that he believes the new rules have resulted in a great development of the educational work of his mission in those schools in which advantage could be taken of them. As in anticipation of the rules, a liberal general grant was issued to the Central Institution at the close of 1863, Mr. Miller places in comparison the state of things in March 1863 with that in March 1866; and he observes that the aim of his mission being, not to increase the numbers in the school, but to procure more efficient teachers, and so to raise the education imparted to a higher standard, it is in the latter direction most advancement has been made.

"For the Central Institution, the grant drawn in March 1863 was 23 rupees, and that in March 1866 was 446 rupees; the entire outlay for the former epoch being 899 rupees, and that for the latter 1,420 rupees per mensem. In March 1863 the number of boys on the roll was 350, with an average attendance of 293; in March 1866 the number on the roll was 642, with an average attendance of 591. The increased attendance pertains almost entirely to the higher classes; and a striking feature is, that, while in 1863 there were only three pupils able to commence the studies required for matriculation, there are now 47 studying the subject in a class specially constituted to send up candidates to the examination, beside others, forming what is termed a Preparatory Matriculation Class. Moreover, a class now exists of 30 students who have passed the Matriculation Examination, and are preparing for the First Examination in Arts. There is also a very considerable improvement as to regularity of attendance, which is ascribed to the employment of superior teachers. In 1863 the per-centage of absentees was upwards of 16, while it now stands at a little less than eight. The whole of the progress of the Central Institution is not to be attributed to the increased aid afforded by Government, but it appears that much may fairly be ascribed to this cause.

"Mr.

"Mr. Miller gives a comparison in detail, showing the operation of the new rules upon the other schools of his mission. It will suffice here to remark that, while in some cases little or no benefit has been drawn from the rules, in no other instance has their influence been so beneficial as in that of the Central Institution. Taking all the schools into account, the aggregate monthly grant formerly drawn was 65 rupees, now it is 767 rupees; prior to the issue of increased aid, the total monthly outlay in the schools was 2,425 rupees; it now reaches 3,393 rupees; formerly the whole number of scholars on the roll was 1,468, now it is 1,886."

5. From the foregoing, I think it must be allowed that Government aid has done much for improving missionary education, and that it has had some effect in extending the limits of that education, though as yet the extension has been comparatively small. That the representatives of the missionary bodies for the most part approve of the rules as a whole, is, I consider, pretty clear; even the secretary to the Church Missionary Society, who was the chief opponent to them during the preliminary discussion, while complaining of the increased expenditure which he considers them to have brought about, remarks that he believes an impetus has been given, though it is yet too early to form a judgment of the result. It is obvious, too, that his society has not availed itself of the rules in the way in which other religious bodies have done.

6. I wish here to observe, that, in my opinion, it would be a mistake to imagine that the only, or even the chief, object in this country is to establish more schools. The case seems to me different from that in England, where even now a considerable proportion of the masses is without the rudiments of education, while there are sound standards of instruction recognised throughout the country. In India there is a vast quantity of education of an extremely low and even injurious character, while, till lately, there were no good standards by which the people could measure the instruction conveyed in their schools. In these circumstances, I cannot but regard a system, according to which the acquirements of teachers are carefully tested, and their value more or less appropriately gauged, to be one highly deserving of a support, and peculiarly qualified for the initiation of real progress.

7. I must, however, confess that I think some additional action is called for in connection with elementary vernacular instruction, such as that conveyed in ordinary village schools. At present, certificated teachers are not available for such institutions, except in certain cases; and it will be a long time before the advance of education will allow of their general introduction. Moreover, such schools are, in almost all cases, maintained, not by a body of managers, such as the existing rules contemplate, but by hereditary village teachers. It may be said that these institutions are provided for under Rule 4; but, though this may be true in the letter, it is scarcely so in the spirit. I consider the standards in Schedules A. and B. require revision, and that the grants should be made somewhat more liberal; at the same time I would confine the application of the capitation system to elementary vernacular schools. For such schools the system which is now in force generally throughout Coimbatore, to a considerable extent in North Arcot and Nellore, and partially in Madura, is the one which appears most suitable. On this subject I beg to refer to my letter, No. 1675, of the 14th August last, a copy of which I append to this communication. Probably the rules under which aid is issued according to the "Village School Improvement System," might be modified slightly with advantage; but in any case, it seems to me that the aid issued should be of a limited amount, such as to induce the teachers to aim at qualifying for ordinary certificate grant. As I have pointed out in my letter upon village schools above referred to, a considerable increase of inspecting agency will be required, in order to deal with capitation grants even when restricted to village schools.

8. In noticing the increase of State aid given in 1865-66, I made the following remarks in my Report on Public Instruction for that year; and I re-produce them here, as bearing upon the subject of this letter:—

"Appended to this report is a complete statement of all the grants paid during 1865-66 in aid of the salaries of teachers employed in private schools. For 1864-65 the total amount of such grants was 89,802 rupees; for the past year it is 116,876 rupees, showing an increase of 27,074 rupees. Tracing the variations in the aggregate salary grants for the several educational divisions, it is seen that in the 1st division the expenditure for 1865-66 is 19,033 rupees against 19,415 rupees for 1864-65; in the 2nd division it is 5,686 rupees against 5,166 rupees; in the 3rd division, 42,421 rupees against 25,856 rupees; in the 4th division, 18,935 rupees against 12,040 rupees; in the 5th division, 35,916 rupees against 23,939 rupees; and in the sub-division, 4,913 rupees against 3,383 rupees. Thus, in the 1st division there is a slight falling off; in the 2nd division, a slight increase; in the 3rd division, a large increase of 16,565 rupees, or upwards of 64 per cent.; in the 4th division, an increase of 6,895 rupees, or upwards of 57 per cent.; in the 5th division, an increase of 1,977 rupees, or over 9 per cent.; and in the sub-division, an increase of 1,530 rupees, or about 45 per cent. The grant-in-aid expenditure may be placed under the three heads of grants to mission schools, grants to schools under Hindu management,

and grants to other schools. An analysis of the grants of the last two years furnishes the following results:—

	1864–65.	1865–66.	Increase.
	Rs.	*Rs.*	*Rs.*
Mission Schools - - - - -	51,145	64,924	13,778
Schools under Hindu management -	13,297	24,433	11,136
Other Schools - - - - - -	25,359	27,519	2,160 "

9. I have not commented upon the Madras Education Act, as, hereafter, grants given under it will be issued according to the ordinary rules. At the same time, I think it right to remark, in passing, that its provisions seem to me well calculated for the support of schools in places where there are intelligent and fairly educated natives to manage the institutions; but I believe that, for petty schools, and in localities where intelligent local commissioners are not procurable, its application will conduce to no good end.

10. Upon the whole, I am of opinion, that the revised rules have worked fairly, though the spread of education to which they have led has not as yet been great; and I think that, after a modification has been made of the capitation system laid down in Rule 4 and Schedules A. and B., they should be permitted to stand at least for some five or six years longer, till further experience serves to indicate the changes which should be made in them.

From *E. B. Powell*, Esq., Director of Public Instruction, to the Acting Chief Secretary to the Government of Fort St. George. (No. 1711, dated 5th September 1867.)

In Order of Government, No. 293, of the 13th October 1866, I was directed to revise Schedules A. and B. of the Grant-in-Aid Rules, in communication with the educational inspectors and the managers of some of the principal private schools, and to furnish Government with a draft of the revised schedules which I would propose to substitute for those in force. It was pointed out that it would be well if the lower standards of the new schedules were so fixed as to be applicable to indigenous schools, which are at present aided under a separate system. I was further desired to express an opinion as to whether capitation grants should be made on account of pupils passing the Matriculation Examination of the University of Madras.

2. On receiving the Order of Government, I obtained from the Director of Public Instruction, Bombay, a copy of the provisional revised rules for grants in his Presidency. I then issued a circular to the inspectors and deputy inspectors of schools, and to the representatives of the Church Missionary Gospel, and Wesleyan Societies, and the Free Church of Scotland's Mission, requesting the several gentlemen to favour me with their opinions as to the modifications which should be made in the Schedules, and calling their attention particularly to the points noticed by Government. Along with my circular I transmitted, in each instance, a copy of the Bombay revised rules. I now have the honour to submit draft revised Schedules A. and B.; at the same time I forwarded the communications which I received from the gentlemen to whom I applied for their opinions, and also a copy of the revised Grant-in-Aid Rules for Bombay.

3. On perusal of the communications to which I have referred, it will be seen that, except in the case of elementary schools, the general voice is decidedly in favour of salary grants, rather than of grants on the "payment-for-results" system. This is in accordance with the conclusion arrived at in 1864, after a most careful and thorough discussion of the subject, the particulars of which are given in "Selections from the Records of the Madras Government, No. LXXXII." In 1864, the chief opposition to the salary grant system proceeded from the Secretary to the Madras Committee of the Church Missionary Society. The objections, however, taken by this gentleman, the Reverend Mr. Gray, had no doubt relation mainly to elementary schools. Thus, the present Secretary, the Reverend Mr. Royston, who may be taken to represent the views of his society in the same way as Mr. Gray, writes as follows in paragraph 4 of his letter of the 30th January last:—

"I beg to submit that, while highly suitable to the higher classes of schools, and, perhaps, to most of those which have been opened for any length of time, the existing system does not seem to meet the case of elementary rural schools of recent formation, or of such as are specially designed for the benefit of the most ignorant, or for the female population."

4. I think

4. I think it unnecessary to quote here passages from other communications in support of the propriety of restricting the application of the "payment-for-results" system to elementary education; but I would invite the attention of Government to the remarks made by Mr. Bowers, Inspector of Schools, in the 1st Educational Division, in paragraph 5 of his letter of the 21st January 1867, as I consider they express accurately, though briefly, the true state of the case in regard to the relative merits of the two systems of grants-in-aid. It is clear that if the "payment-for-results" system were to be applied to all grades of education from the lowest to the highest, in which case there would be no ground for stopping at the matriculation standard, and if all the important branches of instruction were to be taken into account, the complexity of the arrangements required would be excessive, and the labour devolving upon the inspectors would be so enormously increased as to render necessary a large addition to our inspecting agency. The Bombay standards, though they ignore all branches of study, save languages and mathematics, are sufficiently numerous to throw very considerable work upon the Inspectors of Schools; while their incapability of meeting the wants of elementary education, in the Madras Presidency at least, is testified to in the strongest language by the Reverend R. Caldwell, LL. D., who, while he may fairly be assumed to express the views of his own (the Gospel) Society's Missionaries, is expressly put forward in Mr. Royston's letter, paragraph 7, as the exponent of the views entertained by the clerical agents of the Church Missionary Society. Dr. Caldwell writes as follows in paragraph 5 of his letter to the Reverend Mr. Symonds, dated Edeyengoody, 10th July 1867:—

"I beg to observe that the examination standards and scale of payments that have been provisionally adopted in Bombay, and which appear to have been proposed, with a few minor alterations, by the Director* of Public Instruction in this Presidency, appear to me to be wholly unsuitable to the circumstances of primary vernacular schools in this part of India. I do not for a moment suppose that they were framed with the intention of precluding grants of public money from being made for the promotion of vernacular education in the rural districts; but if that had been the object in view, they could not have been better adapted to secure such a result. They are simply prohibitive."

* Dr. Caldwell is under a mistake in supposing that I proposed them. (Signed) *E. B. P.*

5. In the circumstances above detailed, it seemed to me that the most appropriate plan would be to restrict the "payment-for-results" system to elementary schools, making the arrangements, as far as possible, applicable to both missionary institutions and the indigenous schools of the Presidency, and to leave schools of a higher stamp to receive aid under the rules for salary grants. This course I have accordingly taken; and the scheme now placed before Government will, I trust, be found fairly suited to attain the objects in view. No doubt, in the working of the plan, defects will be made manifest; but these can be remedied from time to time, as experience suggests. And, though I am far from anticipating such a result, should the trial on a small scale of the system of "payment-for-results" afford reasons for the extended application of the system, it will always be possible to make such application. I may observe that, according to the arrangements I propose, there may be some difficulty in dealing with schools, the standard of which rises only a little above the highest of the standards laid down. One way of meeting the difficulty would be to allow, as suggested by Mr. Fowler, the upper portion of a school to receive aid by means of salary grants, and the lower upon the "payment-for-results" system. I am of opinion, however, that the mixture of the two systems in aiding an individual school would be productive of much confusion, if not of even greater evil, and I feel unable to recommend the measure.

6. It will be observed that I propose to do away with the invidious distinctions as to race and locality which attach to the schedules now in force. As will be seen by a perusal of the communications submitted with this letter, the general feeling is strongly against such distinctions; and, for my own part, I know not any valid ground on which they can be defended. To meet the case of Anglo-vernacular schools, a separate head for English is assigned to the two higher standards. The phraseology adopted is for native children; for European and Eurasian children, the vernacular would be English, and the extra language would be a vernacular.

7. It cannot be denied that the existing rules have afforded little or no stimulus to female education. Looking at the circumstances of the country, it may be doubted if even more liberal regulations will be productive of a rapid improvement in this direction; but, undoubtedly, more encouragement should be given by Government than has hitherto been held out. Accordingly, I propose that the grants in Schedule B. be increased 50 per cent. in the case of girls, and that the latter should also receive grants for needle work.

8. The Rev. Mr. Royston suggests that the managers of schools should be allowed "the right to claim inspection by an officer of the same religion with themselves;" and remarks that the privilege is granted to the different denominations of Christians in England. While I allow that it would be well in practice, wherever possible, to throw the work of inspecting Christian schools upon Christian officers of the department, I consider it quite impossible to adopt the suggestion as a theoretical principle in this country. Indeed, it is manifest that, if the principle were to be carried out in its entirety, neither could Christian inspectors be forced upon Hindu or Mussulman schools, nor Protestant inspectors upon Roman Catholic institutions. I recommend that Government inspecting

officers, without reference to their individual creeds, be held competent to examine all schools, leaving it to the Director of Public Instruction to endeavour to suit the inspectors to the inspected as far as circumstances will permit.

9. Having explained my views regarding the propriety of restricting the "payment-for-results" system to elementary education, it is scarcely necessary for me to say that I do not recommend any grants for matriculated students.

10. Another point on which I was desired to express an opinion is, whether capitation grants should be awarded. As a general rule, I consider such grants to be highly inexpedient, and I believe the introduction of them might, and in very many cases would, lead to great abuses. Still, in respect to girls' schools, for the encouragement of which, in the present backward state of female education, exceptional measures may perhaps be had recourse to with propriety, I am inclined to think that capitation grants may be permitted as a temporary measure. I have accordingly provided for the issue of such grants.

11. In Dr. Caldwell's letter to the Rev. Mr. Symonds, to which I have already alluded, the concluded paragraph runs thus:—

"The scale of payments I have suggested represents only the payment to be made by Government, answering to the grants-in-aid paid under the present system. These payments would have to be supplemented as at present, by payments made by the managers; but I regard it as an essential element of the system of 'payment-by-results,' that Government should content itself with getting its money's worth of results from the money it grants, and leave it to the managers of schools to supplement its payments in whatever manner, and to whatever amount, they think fit."

The view here put forward, as I understand it, is that Government should not inquire as to the extent to which the expenditure of a school is met by means of public money. In fact, the principle advocated by Dr. Caldwell, applied in an extreme case, which would require the State to rest satisfied with bearing the whole expenditure of a school. I cannot for a moment imagine that Government would agree to the principle; but the very proposal of its acceptance indicates one of the dangers connected with the "payment-for-results" system, viz., the risk of the grant claimable being altogether in excess of the proportion of aid contemplated by the State. To prevent such excessive assistance, I propose that a superior limit should be fixed for the total grants payable under the arrangements now suggested, and that this limit should be a moiety of the cost of the teachers in boys' schools, and of the teachers and school servants in girls' schools, the teachers not including mere superintendents who take either no part, or an insignificant one, in secular class work.

12. As grants cannot be paid except after inspection, and as, generally, schools cannot be examined more than once a year by the Inspectors of Divisions if payments are to be made half-yearly, as I think is very desirable in the case of indigenous schools, some of the inspections must necessarily be made by deputy inspectors. In case of examinations and grants being half-yearly, the examination at the end of the first half year might, I think, be made somewhat easier than that at the end of the second half; the grants issued would, of course, be half the sums laid down as annual payments.

13. Attached to the revised schedules are certain regulations which appear to me indispensable, and which are, in some cases, in general harmony with the views of the gentlemen whom I consulted in connection with the present matter.

14. In conclusion, I have to express my regret for the delay which has occurred in submitting the present letter. This delay is due partly to the pressure of other work, and partly to the difficulty I felt in dealing with the subject.

Schedule A.

Standards of Examination.

1*st* (*Lowest*) *Standard.*

1. *Vernacular Reading.*—As in the 1st Part of the 1st Book of Lessons in Tamil. The meanings of words to be given.
2. *Writing* in large hand short words out of the Reading Book.
3. *Arithmetic.*—Notation to thousands, easy Addition, and the Multiplication Table to five times five. English figures to be used in all cases.

2*nd Standard.*

1. *Vernacular Reading.*—As in the 2nd Part of the 1st Book of Lessons in Tamil, and the first 25 lessons of the 2nd Book. Explanation to be given.
2. *Writing* from dictation short sentences out of the Reading Book.

3. *Arithmetic.*

3. *Arithmetic.*—Subtraction, Multiplication, and Division. The Multiplication Table to twelve times twelve.

3rd Standard.

1. *Vernacular Reading.*—As in the 2nd Book of Lessons in Tamil generally, with explanation.
2. *Writing* from dictation in small hand out of the Reading Book.
3. *Arithmetic.*—Compound Rule, and Reduction, with the ordinary Weight, Measure, and Money Tables.
4. *Grammar.*—Etymology, as in Pope's 1st Catechism of Tamil Grammar. Questions to be put in reference to the Reading Book.
5. *Geography* of the district in which the school is situated.
6. *English Reading.*—As in the 1st Book of Reading of the Madras School Book Society, with explanation in vernacular.
7. *Writing* in large hand easy words from the English Reading Book.

4th Standard.

1. *Vernacular Reading.*—As in the 3rd Book of Lessons in Tamil, with explanation and paraphrase. The quantity to be brought up for examination to be equivalent to about half of the 3rd Book.
2. *Writing* from dictation out of the Reading Book.
3. *Arithmetic.*—Moderately easy and practical questions in Vulgar Fractions and Simple Proportion.
4. *Grammar* generally, as in Pope's 1st Catechism of Tamil Grammar, with application to the Reading Book.
5. *Geography* of the Madras Presidency, with a general outline of the geography of Hindoostan. The knowledge required of the Madras Presidency to be such as may be obtained from the study of the "short account of the Madras Presidency" in connection with a map.
6. *English Reading.*—As in the 2nd Book of Reading of the Madras School Book Society, with translation of easy passages into vernacular.
7. *Writing* from dictation out of English Reading Book.
8. *English Grammar.*—Etymology and the Syntax of simple sentences. Application to be made to the Reading Book.

SCHEDULE B.

Grants to Pupils passed under the several Standards.

	VERNACULAR.						ENGLISH, OR EXTRA LANGUAGE.			
	1. Reading.	2. Writing.	3. Arithmetic.	4. Grammar.	5. Geography.	TOTAL RUPEES.	6. Reading.	7. Writing.	8. Grammar.	TOTAL RUPEES.
1st Standard - - - -	1	½	1	–	–	2½	–	–	–	–
2nd ditto - - - -	1½	1	1½	–	–	4	–	–	–	–
3rd ditto - - - -	2	1	2	1	½	6½	2	1	–	3
4th ditto - - - -	3	1	3	1½	1½	10	3	1½	1½	6

(*a*) For English and Eurasian children, the English language may be taken as the vernacular; and, in the place of English as an extra language, one of the vernaculars of the Presidency (Tamil, Telugu, Canarese, Malayalum, and Hindoostanee) may be brought up.

(*b*) In the case of girls' schools the grants will be 50 per cent. higher; and, in addition, a grant of 2 rupees will be given for tolerably fair plain needlework, and one of 4 rupees for decidedly good work of the same description. A capitation grant of 1 rupee a head will also be allowed, as a temporary measure, upon the average daily attendance during the year.

SPECIAL REGULATIONS in connection with the System of "Payment-for-Results."

Only one examination within an official year will be claimable by a school; but, to meet the case of indigenous schools, half-yearly examinations will, when practicable, be given to such schools, and half the prescribed annual grants will be issued upon the results of each examination.

2. To be eligible for examination, a pupil must have attended six months at the school in which he is reading; and, to count a month's attendance, a pupil must have attended at least 15 days in that month.

3. A pupil is not to be presented for examination under any standard who has already passed for that standard at another school.

4. Where the inspection of a school is made annually, a pupil will not be allowed to pass more than once under any standard, save the fourth or highest. For the fourth, a pupil will be permitted to pass twice at the same school.

5. Where the inspection of a school is made half-yearly, a pupil may pass twice for each of the 1st, 2nd, and 3rd standards, and four times for the 4th standard.

6. In the case of half-yearly examinations, the first may be made somewhat less severe than the second.

7. An application, in the annexed Form (C.), must be made to the Inspector of the Division by the managers of a school seeking aid under the system of payment-for-results, and at the same time a copy of the application must be forwarded by them to the Office of the Director of Public Instruction. An application for inspection under this system must reach the inspector at least three months before; in the course of his ordinary tour, he will visit the district in which the school is situated. If this condition is not fulfilled, the inspector will be at liberty, should his arrangements render it decidedly inconvenient for him to visit the school, to let the application stand over till the following year's tour. In this case, the inspector is to send a memorandum of the course pursued by him to the managers of the school, and a copy of the same to the office of the Director of Public Instruction.

8. If the inspecting officer, on his visit, considers the arrangements of a school to be very defective, as regards general management, accommodation, school furniture, the keeping of registers and accounts, &c., he may decline to examine the pupils. In such circumstances, the inspector will give a memorandum to the managers explaining his reasons for declining to examine the children, and he will send a copy of the memorandum to the office of the Director of Public Instruction.

9. When the preliminary conditions are fulfilled, the inspector will examine the children presented to him according to the standards specified by the managers of the school. After examination, he will furnish the managers with a memorandum showing the pupils examined and passed under each standard, and the grant claimable in consequence. This memorandum is to be submitted to the Director of Public Instruction by the managers, with an application, requesting that the sum stated by the inspector to be claimable may be paid to them. Annexed to the application must be a certificate, declaring that the sum claimed is not in excess of that allowable under Rule 12. On receiving the application, certificate, and memorandum, the Director of Public Instruction will take immediate steps to pay the money.

10. Schools receiving aid under the salary grant system cannot claim assistance under the "payment-for-results" system, and *vice versâ*.

11. All schools receiving aid under the system of "payment-for-results" will, similarly to schools under the salary grant system, have to furnish such returns and statements as may be called for by Government.

12. To pass at an annual examination for any head belonging to a standard, a pupil must secure one-half of the marks assigned by the inspector to that head. The inspector is at liberty, however, to allow a small deficiency under one head to be compensated for by superior proficiency under another.

13. The total annual amount payable under these regulations is not to exceed, in the case of boys' schools, half the annual charge for the salaries of teachers, and in the case of schools for girls, half the annual charge for teachers and school servants. Where the school is a speculation of the head master, the sum reckoned as his annual salary will be estimated according to the salary paid to the head of a Government school of about the same character, making an allowance of 25 per cent. in favour of the head of the private school.

FORM (C.)

1. Locality.	2. Description of School.	3. Responsible Managers.	4. Number of Masters.	5. Average Number of Pupils during the last Three Months.	6. Average Monthly Expenditure for the last Three Months.	7. Average Monthly Fee Collection for the last Three Months.	8. Probable Number of Pupils that will be Presented to the Inspector for Examination under each Standard.	9. REMARKS.

We, the responsible managers of the above school, promise to comply with all the provisions of the grant-in-aid rules, in case of our receiving a grant according to the system of payment-for-results.

(*Signatures of Managers.*)

From the Reverend *W. Miller*, Secretary to the Financial Board, Free Church of Scotland's Mission, to the Director of Public Instruction;—dated 22 January 1867.

I HAVE the honour to reply to your Memorandum, No. 2452, of date 23rd November 1866, asking for my opinion as to modifications on Schedules A. and B. of the grant-in-aid rules.

I gladly give you my opinion on the matter; but it must be borne in mind that I have had no experience qualifying me to form an opinion of much value. None of our schools have ever drawn grants under these schedules, and my former opinion is now only confirmed, viz., that the certificate system is in every way to be preferred to that of payment by results; and that the latter system, if continued at all, should be allowed only in the case of the most elementary schools. I should, therefore, prefer to see the two higher standards struck out altogether, and the lowest standard only retained, with the modifications as to arithmetic that have recently been introduced, and with a somewhat larger grant on account of the pupils that pass it.

It appears, however, that such a change as this is not contemplated; but that Government desires that a system, the same in its main features as that represented in Schedules A. and B., should have a fair trial side by side with the certificate plan. This being understood, I think that some alterations in the standards and grants are necessary, in order to adapt the system to the existing condition of education, and so to secure for it a fair trial.

I. *As to Standards.*—These, I think, should remain as at present (three); but I would make the intermediate one double and alternative, either purely vernacular or Anglo-vernacular; since boys, who are well enough educated to pass the first standard, do, as a matter of fact, branch out into two great classes—those that continue their studies in vernacular, and those that then commence English. This is, I believe, the fact, and it is well that it should be so.

The first or lowest standard should not, in my opinion, require dictation, but only fair writing of copies. I rather think also that, so long as a higher standard exists, the four simple rules of arithmetic are quite enough to include in this one. At the same time I have not had such experience of purely vernacular schools as to make me very confident in offering this suggestion.

The second or middle standard is, I think, satisfactory as regards reading. In writing, what is now demanded in the lowest standard would suffice; and if the arithmetic of the lowest standard were reduced, as I have suggested, a corresponding change would, of course, follow here.

I think that another second standard should be introduced for Anglo-vernacular, collateral with the present one for vernacular schools; and entitling to the same grant, for which head masters might, if they so pleased, present their pupils for examination, instead of for the vernacular second standard. This alternative second standard should, in

reading and writing English, be identical with that for European and Eurasian schools. It should include translation of words and simple sentences into the vernacular, and its arithmetic should be the same as in the vernacular middle standard.

The third standard should, in my opinion, remain as at present, only that to demand arithmetic *complete* seems to me still too much. The arithmetic required for the university matriculation will be quite sufficient.

II. *As to the Grants which should be given.*—These are, in my opinion, too small. I have no personal desire to see them increased, because I do not believe that it will be for the good of education that the payment-by-results system should be extensively adopted; but, unless they are increased, that system cannot, I believe, have a fair trial. I am convinced that at present the grants that can be drawn under the results system by any ordinary school are considerably less than the same school might draw by employing certificated teachers.

I shall illustrate this by an imaginary instance, my calculations in which are, I am tolerably sure, approximately correct.

Take a common Anglo-vernacular school of 120 boys. It would probably be divided, or should be so, into six classes, taught by masters whose salaries, and the numbers of boys in the class of each, might be set down thus:—

Class.	Salary.	Number of Boys.
	Rs.	
1 (lowest)	15 per mensem.	25
2	15 „	25
3	20 „	20
4	25 „	20
5	25 „	18
6 (taught by the head master)	40 „	12
Total - - - *Rs.*	140 „	120

Now, if all these were certificated masters (and I am purposely taking the maximum grant attainable under each system), 70 rupees per mensem might be drawn by the managers in aid of the expenses of the school, or, in other words, 840 rupees per annum.

Now, suppose the 1st and 2nd classes were to be presented for examination under the first standard, *i.e.*, 50 boys, deducting all who were mere beginners and those that would be found unqualified, 30 would probably pass. On their account, therefore, the grant drawn on the present scale would be 60 rupees.

The 3rd and 4th classes, or 40 boys, might be presented for the middle standard, of whom, perhaps, 30 might pass, making the grant on their account 150 rupees.

The 5th and 6th classes, or 30 boys, might be presented for the highest standard; and supposing that of these 22 passed, the grant on their account would be 220 rupees.

Thus altogether the grant for the year to the supposed school would amount only to 60 + 150 + 220 = 430 rupees, or 410 rupees less than might be drawn by the same school under the certificate plan. I am sure that of the supposed 120 boys a greater proportion than I have indicated would not pass the necessary examinations, and, in most cases, the proportion passing would be much less. If these figures be correct (and I have put them together after careful examination into the returns of our own schools and of some of the pertinent statistics in your last report), then it follows that the grants of the present schedules must be greatly raised if the payment-by-result system is to have anything of a fair chance.

I would suggest the following scale:—

	Rs.
For the 1st Standard - - - - - - - -	5
„ 2nd „ - - - - - - - -	10
„ 3rd „ - - - - - - - -	15

Applying this scale to the proposed school, we should find the grant to be 780 rupees, viz.:—

	Rs.
1st Standard, 30 boys, equivalent to - - -	150
2nd „ 30 „ „ - - -	300
3rd „ 22 „ „ - - -	330
Total - - - *Rs.*	780

This

This would correspond pretty nearly to the maximum of 840 rupees that might be drawn under the certificate system.

III. *As regards the minimum time for which a boy should have attended a particular school to allow of a grant being drawn on his account.*—This, I think, should be fixed at four months, certainly not more than six. It would be very desirable that it should be fixed higher; but in the present state of education, I do not think it would be possible to do so with any fairness to the schools that might be under the operation of this system. In the course of time the period might be lengthened.

You will observe that I have confined my remarks entirely to native schools. On the standards and grants applicable to European and Eurasian schools, I have not experience to qualify me for making any remark. In conclusion, I beg to repeat that, while I think some such changes as I have indicated are required, in order that the *result* system may be fairly tried, I have no wish whatever that it should be permanently adopted. I should consider its being so great a blow to the true interests of education, and as tending to prolong and perpetuate some of our greatest difficulties at present. I believe that even the *permission* to come under its operations, except in the case of the most elementary schools, will operate injuriously.

P.S.—I would further suggest the propriety of your considering whether, over and above the grants for passing the different standards, it might not be well to make an additional grant on account of boys who might succeed in passing any of the university examinations.

From the Rev. *A. R. Symonds,* Secretary to the Madras Diocesan Committee of the Society for the Propagation of the Gospel in Foreign Parts, to the Director of Public Instruction (No. 167, dated 28th January 1867).

WITH reference to your memorandum, dated 23rd November 1866, I have the honour to forward to you the communications which I have received from the Rev. Dr. Caldwell, and from Messrs. Marsh, Margorchis, French, Hubbard, and Kearns.

Although I am myself well satisfied with the working and results of the present rules in regard to the schools generally, still I admit there is much force in Dr. Caldwell's observations, and I am disposed, therefore, to recommend the modifications which he submits in relation to *elementary education in the rural districts.* With this exception I should be sorry to see the rules now in force altered, and most certainly should strongly deprecate the substitution of the Bombay revised rules in their place. The introduction of the Bombay rules would, in my opinion, be the bringing-in of a complicated system instead of one that now works very smoothly and efficiently.

From the Rev. *R. Caldwell,* LL.D., to the Secretary to the Madras Diocesan Committee of the Society for the Propagation of the Gospel in Foreign Parts (dated 10th January 1867).

I HAVE the pleasure of acknowledging the receipt of your letter of the 7th ultimo, together with the papers communicated by the Director of Public Instruction, and have given my best attention to the points about which you state that the Director wishes to obtain the opinion of persons engaged in education. My remarks will be confined to vernacular education, as I do not notice anything in the proposed Anglo-vernacular standards or scale of payments which appears to me to require alteration.

2. I beg to state that I have long been favourable to the system of payment by results, and have ascertained, by acting on the system for several years in several schools in my own district, that the system is a practicable one, and that, provided the examination tests and the scale of payments are fair and reasonable, the results will be found to be more satisfactory, even in primary vernacular schools, than those of the ordinary system of payment by fixed salaries.

3. The people in the rural districts are not generally disinclined to education in the abstract; but the education they desire for their children is a very superficial one, and, such as it is, it is rarely attained by the majority of the pupils in village schools, in consequence of the irregularity of the attendance, which is the most marked defect in those schools, and which is chiefly owing to the notion entertained by the parents, that the attendance of their children at school must always give way to the greater importance of their rendering them help in sowing, reaping, and other agricultural operations. In consequence of the irregularity of their attendance, the children make but little progress from year to year, and, in very many cases, leave school before they have completely mastered even the mechanical art of reading, and with scarcely a tincture of mental training or enlightenment.

4. The system of payment by results meets this evil by making the master's income depend on the energy and success with which he labours to secure regularity of attendance, by mulcting him for the irregularity of his pupils, and giving him a bonus on their regularity, and thus compelling him to use all the influence he possesses, or can acquire, with the parents, to induce them to send their children regularly to school, besides necessitating in the actual work of the school greater thoroughness in teaching, in order to ensure his pupils passing the prescribed tests.

5. I beg to observe that the examination standards and scale of payments that have been provisionally adopted in Bombay, and which appear to have been proposed with a few minor alterations by the Director of Public Instruction in this presidency, appear to me to be wholly unsuitable to the circumstances of primary vernacular schools in this part of India. I do not for a moment suppose that they were framed with the intention of precluding grants of public money from being made for the promotion of vernacular education in the rural districts; but if that had been the object in view, they could not have been better adapted to secure such a result. They are simply prohibitive. As, however, the Director of Public Instruction suggests that in "re-casting the schedules, it may be well that the lower standards should be so fixed as to be applicable to indigenous schools, which are now aided under a separate system," I conclude that it rests with those who are actually engaged in indigenous education, and who are practically acquainted with the calibre of the pupils in vernacular village schools to suggest such a plan as shall render it practicable for the managers of such schools to obtain for them the aid of Government grants on the system of payment by results.

6. In drawing out the schedule of standards and payments, which I have the honour of submitting herewith, I beg to explain that I take it for granted that it is not the desire of the Government in introducing this system to reduce the amount of their grants to indigenous schools: that it is not their opinion that 7 or 8 rupees per mensem—half from Government and half from the managers of the schools—which is the average amount of the salaries at present received by masters of primary village schools in this district of Tinnevelly, is excessive, and that their object in desiring to introduce this new system is simply to secure greater thoroughness in teaching and in the pupils' acquirements, and a more certain and tangible return for the money they expend.

7. The standards I suggest are adapted to the known capacity of Tamil children in the rural districts, and both standards and payments are founded on a system which has been tried under my own supervision and ascertained to be practicable.

The average village school I have in view, taught by a master of average efficiency, is attended by 30 pupils, not more than 20 of whom can be expected to pass all the prescribed tests, and of whom 5 at least must be expected to fail altogether.

8. The first four standards alone apply to the great majority of primary schools. The fifth is applicable to a few of the large village schools, to boarding schools, whether for boys or girls, in which the vernacular alone is taught, and to vernacular schools in the towns.

9. The ordinary age at which a native child begins to attend school, and thus to come under the operation of this system, may be set down at six. Each standard represents a year's work. The number of subjects corresponds to the number of years the pupil has been in school, whilst each of the standards in succession represents what may fairly be expected of a child beginning to attend school when six years old, and leaving school or going to an Anglo-vernacular school at eleven.

10. I am of opinion that no scholar should be admitted to examination who has been less than six months in the school examined.

11. The scale of payments I have suggested represents only the payment to be made by Government, answering to the grants-in-aid paid under the present system. These payments would have to be supplemented, as at present, by payments made by the managers; but I regard it as an essential element of the system of payment by results, that Government should content itself with getting its money's worth of results from the money it grants, and leave it to the managers of schools to supplement its payments in whatever manner, and to whatever amount, they think fit.

Schedule A.

Standards of Examination.

1st Standard.

Writing on the sand to dictation words of two pure syllables, that is, syllables containing one consonant and one vowel each.

2nd Standard.

1st Head.—*Arithmetic.* Multiplication tables, and simple addition in English ciphers.

2nd Head.—

(*a.*) *Writing* to dictation, short simple sentences on the sand.

(*b.*) *Reading.* 1st Book of Lessons, 1st Part.

3rd Standard.

1st Head.—*Arithmetic.* Four simple rules.

2nd Head.—*Writing* large hand on the palmyra leaf from book read in class.

3rd Head.—*Reading* and explanation of 2nd Part of 1st Book of Lessons, and first 15 lessons in 2nd Book of Lessons, or the whole of 2nd Book of Christian Vernacular Education Society.

4th Standard.

1st Head.—*Arithmetic.* Four compound rules and money tables.

2nd Head.—*Writing* a fair small hand on the palmyra leaf from book read in class.

3rd Head.—*Reading* and explanation of Second Book of Lessons—the whole.

4th Head.—*Vernacular Grammar.* Pope's 2nd Catechism of Grammar, up to nouns.

5th Standard.

1st Head.—*Arithmetic* up to rule of three.

2nd Head.—*Writing* to dictation on paper.

3rd Head.—*Reading.* 3rd Book of Lessons, or Christian Vernacular Education Society's Third Book.

4th Head.—*Vernacular Grammar.* Pope's 2nd Catechism of Grammar—the whole.

5th Head.—*Tamil.* Minor poets, with explanation.

Schedule B.

Grants to Pupils passed under the several Standards.

	First Head.			Second Head.			Third Head.			Fourth Head.			Fifth Head.			Total.		
	Rs.	*a.*	*p.*	*Rs.*	*a.*	*p.*	*Rs.*	*a.*	*p.*	*Rs.*	*a.*	*p.*	*Rs.*	*a.*	*p.*	*Rs.*	*a.*	*p.*
1st Standard	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	8	-
2nd - ditto	1	4	-	1	4	-	-	-	-	-	-	-	-	-	-	2	8	-
3rd - ditto	1	8	-	1	8	-	1	2	-	-	-	-	-	-	-	3	8	-
4th - ditto	1	2	-	1	2	-	1	2	-	1	2	-	-	-	-	4	8	-
5th - ditto	1	-	-	1	-	-	1	-	-	1	-	-	1	-	-	5	-	-

With capitation allowance of eight annas on the average attendance of pupils during the year in schools under recognised managers.

From Mr. *J. Marsh* to the Secretary to the Madras Diocesan Committee of Society for the Propagation of the Gospel in Foreign Parts.

I HAVE the honour to submit my opinion on the points mentioned by the Director of Public Instruction, in his memorandum, No. 2452, dated 23rd November 1866.

2. I think there should not be less than five standards, so that—

(*a.*) Uniformity may prevail amongst the schools of the presidency; and

(*b.*) The difficulty inseparable from classification may be reduced to a minimum.

The former could be secured by making the standards five in number, the subjects of examination to correspond with the subjects taught in the 5th, 4th, 3rd, 2nd, and 1st classes of Government schools. If the standards were three in number, boys widely different in attainments would have to be grouped together for examination, and the consequence would be, that the grants claimable on results would either be disadvantageous to the school, or larger than deserved, and this too without any diminution of the inspector's work.

3. In my opinion, one year should be fixed upon as the minimum time for which a boy should have attended a particular school to allow of a grant being issued on his account. If a longer period were fixed upon, grants could only be drawn for a very small portion of the boys in a school; for I find that out of 400 boys in my own school, only about 200 have been two years and over in the school; and out of 115 boys in the Vellum School, I find there are only 40 who have been two years in school. If one year were fixed upon as the limit, I think the grants might be given according to the following scale:—

Standard.	English.	Mathematics.		Tamil.		Total.
	Rs.	*Rs.*	*a.*	*Rs.*	*a.*	*Rs.*
1st - -	2	1	8	1	8	5
2nd - -	3	2	4	2	4	7½
3rd - -	4	3	—	3	—	10
4th - -	7	5	4	5	4	17½
5th - -	10	7	8	7	8	25

4. You will perceive that the above scale is the Bombay one slightly modified. I find that my own school, according to the Bombay scale, would be entitled to somewhat more than it receives now at the half salary grant rate. I have also applied the same scale to other schools, and as, under it, they would be entitled to more than they could receive under salary grants, I have modified it so as to equalise the sums claimable under the two modes. I should state that in applying these scales I have taken for granted one year as the minimum time, and have substituted—

English, 1st book - - - - - - } In Standard I.
Vernacular, 2nd book - - - - - }

English, 2nd book - - - - - - } In Standard II.
Vernacular, 3rd book - - - - - }

Arithmetic to fractions (vulgar and decimal) - } In Standard III.
English, 3rd book - - - - - - }

for those in the Bombay Schedule (A).

From Mr. *J. T. Margorchis* to the Secretary to the Madras Diocesan Committee of the Society for the Propagation of the Gospel in Foreign Parts; dated 12th January 1867.

I HAVE the honour to acknowledge the receipt of your Circular, No. 94, bearing date 7th December 1866, and requesting my opinion on the points mentioned in the director's memorandum.

2. With regard to the number of standards below matriculation, I think there should be at least five; for if there be less, the groups will consist of boys so widely different in attainments, that it will be hardly possible to examine them fairly.

3. With regard to the amount of grants which should be given. This depends on the settlement of the third point, viz., the minimum time after which a grant will be made to a scholar. If it be two years, then the Bombay system appears a fair one; but if it be a shorter time, then the grants should be proportionably diminished.

4. The minimum time for which a boy must have attended school to procure a grant should, I think, be one year.

From Mr. *R. J. French* to the Secretary to the Madras Diocesan Committee of the Society for the Propagation of the Gospel in Foreign Parts; dated 10th January 1867.

WITH reference to your circular, asking for my opinion as to the modifications which should be made in Schedules (A) and (B) of the Grant-in-Aid Rules now in force, comparing them with those of the Bombay Presidency, I have the honour to remark—

(*a*). The Bombay scale of six standards for European and Eurasian schools I think is too elaborate for schools of this presidency. It may answer in Bombay, with its large European population. I consider *four* graduated standards enough for European and Eurasian schools; and if we are to keep in mind the indigenous schools of the country, then I think the present *three* standards for native schools enough.

(*b*). The present grants for European and Eurasian schools should, I think, be raised. Those for native schools are very fair, and, compared with those of Bombay, liberal.

(*c*). The minimum time—one month—seems fair enough.

(*d*). Even taking into account the short time that European children attend school, I think the standard for European schools very low beside that of native schools, and might be raised with advantage.

From the Rev. *C. Hubbard* to the Secretary to the Madras Diocesan Committee of the Society for the Propagation of the Gospel in Foreign Parts; dated 16th January 1867.

I WISH it were in my power to express any opinion worth having on the modifications proposed to be made in the Government educational rules, in reference to which you have favoured me with copies of the papers circulated by the Director of Public Instruction in the Madras Presidency; but my experience of the working of the Government system is not sufficient to warrant my attempting to pronounce an opinion on the subject, especially with regard to grants. It strikes me, however, that in the case of "Anglo-vernacular Schools" the number of standards is too many, and might, perhaps, be reduced to four, or at the most five, with a corresponding increase of "grant," and that the allowance under the head of "Vernacular Schools" is insufficient for the attainments required.

2. I should say that no grant should be made to a boy who has not attended a particular schools for 18 months at least.

From the Rev. *J. F. Kearns* to the Secretary to the Madras Diocesan Committee of the Society for the Propagation of the Gospel in Foreign Parts; dated 5th January 1867.

IN reply to your letter accompanying the official memorandum of the Director of Public Instruction, bearing date the 25th November 1866, I have the following observations to make, viz.:—

After a careful consideration of the Schedules A and B, I am unable to discover what principle guided the Director when constructing the several standards; consequently, the standards, as well as the grants, appear to me to be very disproportionate indeed. For instance, the lowest standard for English schools *corresponds* with the standard of the second junior class in our *vernacular schools*, whereas the lowest standard for the vernacular schools is *higher* than that prescribed for the second standard *English*. The Anglo-vernacular schools are placed at a still greater disadvantage, and, to my mind, the proposed standard will have the effect of reducing Anglo-vernacular to simple vernacular schools. On a reference to the schedule, you will perceive that a more extensive acquaintance with English is required of, for instance, a native in our Anglo-vernacular school at Tuticorin than is required of the European or Eurasian student* English, according to the schedule, receives too much attention in Anglo-vernacular schools, and too little in European and Eurasian schools. The same may be said of mathematics. In English and Eurasian schools, arithmetic sufficient to satisfy a "mechanic's wife" is enough, whereas the Anglo-vernacular student must be able to help a professional accountant or a civil engineer. The standards should, I think, be assimilated, and the grants also.

In conclusion, I have only to observe that I consider that a boy in attendance at school for the six months preceding the examination should be considered eligible.

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* *Vide* Schedule A, Standard III. English, &c., and Standard III. Anglo-Vernacular.

From the Rev. *P. S. Royston*, Secretary to the Madras Corresponding Committee of the Church Missionary Society, to the Director of Public Instruction; dated 30th January 1867.

I HAVE the honour to submit the following remarks in connection with your memorandum, No. 2452, of November 1866, on the subject of modifications which may be advantageously made in Schedules A and B of the Madras Grant-in-aid Rules now in force on the system of results.

2. I have referred the subject to the most experienced agents of the Church Missionary Society in this Presidency, and express (I believe) their general feeling in what I subjoin. In the majority of instances, however, their remarks have been confined to the question of vernacular schools.

3. And in this connection I would at once observe that societies such as the Church Missionary Society make it their endeavour, upon principle, to reach not only the upper and middle strata of native society, but also the very lowest and most neglected. The Church Missionary Society has always kept this point before it in educational work, and in connection with this "result system" has a special regard to such instances.

4. I beg to submit that, while highly suitable to the higher classes of schools, and, perhaps, to most of those which have been opened for any length of time, the existing system does not seem to meet the case of elementary rural schools of recent formation, or of such as are specially designed for the benefit of the most ignorant, or for the female population.

5. With a prospective design, therefore, of raising such schools to a standard capable of being adequately treated by the existing regulations, I venture to suggest that some such modifications as are entered below may be beneficially introduced into the educational scheme of Government. The necessity seems urgent in a Presidency such as this, where the estimated proportion of the taught to the untaught is as one to 300, about three times less than in the Bombay Presidency.

6. With more direct reference to the particular points of your memorandum, I would observe that, generally, the Bombay Revised Rules of 21st February 1866, on the system of payment by results, seem, *mutatis mutandis*, satisfactory, with the addition, however, of the concession to managers of the right to claim inspection by an officer of the same religion with themselves—in England one of the same denomination is appointed—and with the following modifications in the case of vernacular schools. I introduce the words of the report of the conference of the Tinnevelly missionaries of the Church Missionary Society, which are also approved by those at Masulipatam :—

7. "We are of opinion," they say, "that the plan drawn up by Dr. Caldwell, with the view of meeting the condition of schools in his neighbourhood, is what exactly falls in with what we would recommend in case any of our schools be offered for inspection on the result system."

Proposed Standard of Examinations for Primary Vernacular Schools.—The object aimed at in this plan is to enable a diligent schoolmaster, in a school established in a small village, attended by a daily average of 20 children (one-fourth of whom must be expected to fail to pass the prescribed test, and another fourth to pass in some of the subjects only) to realise on the system of payment by results about the same salary, ranging from six rupees per mensem to eight rupees, that he now receives on the system of grants-in-aid, half from the managers, and half from Government.

The first four standards alone apply to the great majority of primary schools; the fifth is applicable to a few of the larger village and town schools, and to boarding schools, in which the vernacular alone is taught.

The standards are adapted to the known capacity of Tamil children in the rural districts, commencing to attend schools when about six years old; and both standards and payments are founded on the system actually pursued for several years in this district, and ascertained to be a practicable one.

No scholar should be admitted to the examination who has been less than six months in the school.

Each standard represents a year's work, and the number of subjects corresponds to the number of years the pupil has been in school.

1st Standard.

Writing on the sand (or black-board or slate, at the master's option) to dictation, words of two pure syllables, that is, syllables containing one consonant and one vowel each.

2nd Standard.

1st Head.—*Arithmetic.*—Multiplication tables, and simple addition in English ciphers.

2nd Head.—(*a.*) *Writing* to dictation short simple sentences on the sand (or black board or slate.)

(*b.*) *Reading.*—First Book of Lessons, 1st Part.

3rd Standard.

1st Head.—*Arithmetic.*—Four simple rules.

2nd Head.—*Writing.*—Large hand on the palmyra leaf (or paper) from book read in class.

3rd Head.—*Reading* and explanation of the 2nd Part of First Book of Lessons, and first 15 lessons in Second Book of Lessons, or the whole of Second Book of Christian Vernacular Education Society.

4th Standard.

1st Head.—*Arithmetic.*—Four compound rules and money tables.

2nd Head.—*Writing* a fair small hand on the palmyra leaf (or paper) from book read in class.

3rd Head.—*Reading* and explanation of Second Book of Lessons—the whole.

4th Head.—*Vernacular Grammar.*—Pope's Second Catechism of Grammar up to nouns.

5th Standard.

1st Head.—*Arithmetic.*—Up to rule of three, not including fractions.

2nd Head.—*Writing* to dictation on paper.

3rd Head.—*Reading.*—Third Book of Lessons, or Christian Vernacular Education Society's Third Book.

4th Head.—*Vernacular Grammar.*—Pope's Second Catechism of Grammar—the whole.

5th Head.—*Tamil.*—Minor Poets, with explanation.

MEMORANDA.

(i.) In the case of girls' schools, the use of the needle to be duly taken into account; and

(ii.) Corresponding Telugu books to be substituted for the Tamil in the districts where the former language is spoken.

Proposed Scale of Government Grants for Passed Pupils.

	First Head.	Second Head.	Third Head.	Fourth Head.	Fifth Head.	TOTAL.
	Rs. a. p.	*Rs. a. p.*	*Rs. a. p.*	*Rs. a. p.*	*Rs. a. p.*	*Rs. a. p.*
1st Standard -	- - -	- - -	- - -	- - -	- - -	1 8 -
2nd „ -	1 4 -	1 4 -	- - -	- - -	- - -	2 8 -
3rd „ -	1 3 -	1 3 -	1 2 -	- - -	- - -	3 8 -
4th „ -	1 2 -	1 2 -	1 2 -	1 2 -	- - -	4 8 -
5th „ -	1 - -	1 - -	1 - -	1 - -	1 - -	5 - -

With capitation allowance of 8 annas on the average attendance of pupils during the year in schools under recognised managers.

8. The above extract appears to me to give the most approved recommendation on the three points to which you particularly request that attention should be directed in your memorandum under acknowledgment.

9. I beg, however, to observe, that the reverend the missionaries generally prefer to have the "system of result payments" introduced tentatively into such schools only as may be newly presented for Government aid, and hope, after due trial, to be in a position to judge of the relative merits of the respective systems.

10. In conclusion, I beg to draw your attention to the *first* report made by an inspector of Government on the society's elementary vernacular schools, before they enjoyed the advantage of the present system and its periodical inspection; and I would observe that it is very especially with the object of sustaining and extending such efforts, as far as the society's elementary schools are concerned, that the committee are desirous of being allowed the option of asking aid according to results produced.

"xx. The superiority of these schools I attribute to the simple fact, that in them a book, one book only, is read, and read intelligently; the children are taught, more or less, to understand what they read, and thus the higher faculties of the mind are called into exercise. This book, I need hardly say, is the Bible, than which probably no other is calculated to exercise these faculties; but I conceive any good class book, thus read, is likely to produce similar intellectual results, though in a less degree. I am not called upon to report on the amount of scriptural instruction which is now in course of being communicated through this district

district, nor to notice its probable results. I think it my duty, however, to point out the fact that, throughout the obscurest hamlets of at present an inferior race in a remote corner of the peninsula, there is now going forward, through the medium of village schools, what I find nowhere else, a gradual development of the human mind, and a rapid diffusion of actual knowledge, and that not merely of the highest kind, bearing on the moral and spiritual interests of the peoplo, but including much of a miscellaneous nature, bearing on their temporal interests likewise, which is of necessity incidentally conveyed."

* * * * * * * *

"xxviii. I would only further observe on this subject that so great an extent of scriptural knowledge as I have above indicated, viewed simply in the light of knowledge communicated to a large body of children, can hardly fail to have the most powerful effect in elevating the condition of the race to which they belong, and I cannot avoid expressing my deliberate opinion, that this is the most successful effort for the improvement of indigenous education which has yet been made in India."—(*See* Proceedings of Director of Public Instruction, No. 715, 28th August 1856, paragraphs 20 and 28 of Report of the Inspector.)

11. This testimony was confirmed by the next Government inspector also:—"In the course of his tour, the inspector examined many of the schools, and records his opinion in the same words, and on the same grounds as the late inspector, that this is the most successful improvement of indigenous education which has yet been made in India."—(Report of Public Instruction for 1857–58.)

From *T. Marden,* Esq., Inspector of Schools, Fifth Division, to the Director of Public Instruction, Madras; No. 10, dated 12th January 1867.

In accordance with Memorandum, No. 2452, of 23rd November 1866, I have the honour to submit revised Schedules A. and B. for grants on payment by results.

2. As I perceive that, both in the Madras and the Bombay rules, a considerable difference both in standard and payment is made in European and Eurasian schools as compared with native schools, I presume there must be some good reason for the arrangement; but as I do not know what it is, and do not myself perceive the advisability of such a distinction, I recommend one set of schedules for all, with the proviso that in European and Eurasian schools the pupils are to pass in books of corresponding difficulty in *English,* to those named in *Tamil,* until they reach the fourth grade, when they are to take up books of a second language. For female schools I recommend that the sums mentioned in Schedule B should be increased by one-half.

Schedule A.

Standards of Examination.

1st Standard.

Reading (slowly) First Book of Lessons, 1st Part.

2nd Standard.

1st Head.—*Notation and Addition.*—Arabic Numerals.

2nd Head.—*Writing* words of two letters.

3rd Head.—*Reading* (tolerably easily) whole of First Book of Lessons, and giving meanings of words and phrases in 1st Part.

3rd Standard.

1st Head.—*Four Simple Rules* (excluding Problems).

2nd Head.—*Writing* to dictation (with 70 per cent. of the words right), any words selected from First Book of Lessons, 1st Part; writing to be tolerably neat and letters well formed.

3rd Head.—*Reading* (fairly) Second Book of Lessons, and giving meanings of words and phrases in First Book of Lessons.

4th Standard.

1st Head.—*Arithmetic.*—Compound Rules, including Reduction. (Tables to be given by Examiner.)

2nd Head.—*Vernacular.*—Second Book of Lessons, Reading (fluently). Writing (fair) to dictation (per-centage as before), and giving meanings of words and phrases. Easy Parsing (without quoting rules).

3rd Head.—*English.*—Reading (fairly). Translation and re-translation Kumbakonum, First English Reading Book.

5th Standard.

1st Head.—*Arithmetic.*—Vulgar Fractions, Abstract Quantities.

2nd Head.—*Vernacular*—

(*a.*) Third Book of Lessons. Reading. Writing (well) to dictation (per-centage as before), and explaining.

(*b.*) Pope's First Tamil Grammar, Etymology.

3rd Head.—*English.*—2nd Book of Lessons (School Book Society). Reading (fairly). Writing (fairly) to dictation (per-centage as before). Translation and re-translation. Easy parsing (without quoting rules).

6th Standard.

1st Head.—*Mathematics*—

(*a.*) *Arithmetic.*—Vulgar and decimal fractions.

(*b.*) *Geometry.*—1st Book of Euclid.

(*c.*) *Algebra.*—To division, inclusive.

2nd Head.—*Vernacular*—

(*a.*) Minor Poets, 1st half.

(*b.*) Pope's 1st Tamil Grammar, whole.

3rd Head.—*English*—

(*a.*) Selections in English Poetry, Part I. (first half). 3rd Book of Lessons (first half). Reading. Writing to dictation. Translation and re-translation as before.

(*b.*) Sullivan's English Grammar, chief rules.

Matriculation.

N.B.—In arithmetic or other mathematics, pupil in all cases to be able to give reasons for process employed; one-third of full marks for "pass."

SCHEDULE B.

Grants to Pupils passed under the several Standards.

	1st Head.	2nd Head.	3rd Head.	TOTAL.
	Rs.	*Rs.*	*Rs.*	*Rs.*
1st Standard - - - - - - -	- -	- -	- -	1
2nd Ditto - - - - - - - -	1	0½	0½	2
3rd Ditto - - - - - - - -	2	1	1	4
4th Ditto - - - - - - - -	2½	2½	5	10
5th Ditto - - - - - - - -	4	4	9	17
6th Ditto - - - - - - - -	20	10	20	50
Matriculation - - - - - -	- -	- -	- -	100

No pupil to be paid for unless he has been reading in the school for at least six months preceding the examination.

From *H. Bowers*, Esq., Inspector of Schools, 1st Division, to the Director of Public Instruction (No. 18, dated 1st January 1867).

Referring to your Memorandum, No. 2452, dated 23rd November, I have the honour to submit the following recommendations.

2. I have, in other communications, expressed my opinion that the schedules now about to be modified were not sufficiently liberal to afford much encouragement to primary education. The changes, therefore, that I would suggest, consist mainly in a lowering of

the standards laid down in Schedule A. of the present rules. A reduction has already been made in the arithmetical standard for native schools, but, though a change for the better, it does not appear to me to go far enough. The standard for native schools should, in my judgment, be made still easier, if the system of payment by results is to be the means of aiding and encouraging indigenous schools, or such schools as are maintained by charitable agencies, for giving elementary instruction to children of the lower castes.

3. The following, therefore, are the standards of examination which I would suggest:—

1st Standard.

1st Head.—*Reading.*—Words of one syllable.
2nd Head.—*Multiplication Table.*—As far as 12 times 12, and mental addition of units.

2nd Standard.

1st Head.—*Reading.*—1st Book of Lessons, or similarly easy child's book.
2nd Head.—*The Four Simple Rules.*
3rd Head.—*Writing* easy monosyllables on board or slate.

3rd Standard.

1st Head.—*Reading.*—2nd and 3rd books, with ability to explain, and knowledge of Etymology.
2nd Head.—*Reduction and Compound Rules.*
3rd Head.—*Writing* from dictation ordinary words in small hand.

4th Standard.

1st Head.—*Reading.*—Easy Prose Author, with ability to explain, and knowledge of grammar generally.
2nd Head.—*Vulgar Fractions and Simple Proportion.*
3rd Head.—*Writing.*—Writing well from dictation.
4th Head.—*Geography.*—Definitions and Asia generally.

SCALE OF GRANTS.

	1st Head.	2nd Head.	3rd Head.	4th Head.	TOTAL.
First Standard - - - -	As. 8	As. 8	- -	- -	Re. 1
Second „ - - - -	Re. 1	Re. 1	Re. 1	- -	Rs. 3
Third „ - - - -	Rs. 2	Rs. 2	Rs. 2	- -	„ 6
Fourth „ - - - -	„ 3	„ 3	„ 3	Rs. 3	„ 12

4. In the foregoing tables, no distinction is made between schools for one class and schools for another. In my opinion, no such distinction is requisite; at least, I have not yet been able to meet with any reason for it, that has seemed of sufficient weight to justify the distinction. On the other hand, I have heard it frequently made the subject of unfavourable comment. The reading books, therefore, in every case, I mean, should be in the vernacular of the scholar—English, Tamil, or Telugu, as the case may be—and the instruction given in the same language; but in arithmetic a knowledge of English, as well as of Tamil or Telegu figures, should be required.

5. I have not carried my proposals beyond the standard of what I think a well-conducted village school, under a trained master, might possibly attain to; for it is only to schools of this class that I think the "payment-by-results" system is properly applicable, and it is only in such schools that it is at all likely to be taken advantage of. Not only do I think that masters—and masters in the higher classes of schools—will themselves prefer to receive aid in the shape of fixed grants, which they can calculate upon with certainty under any circumstances, but exceptionally unsatisfactory results on inspection, than in the "results" form, which must be precarious and fluctuating, even if it did sometimes happen to be higher in amount. But the difficulties of applying this system to schools above the grades of elementary ones seem next to insuperable. They are by no means overcome, in my opinion, by simply ignoring, as in the Bombay scheme, all subjects of instruction but language and mathematics; while, to me, there seems something almost ludicrous in the idea of an educational sliding scale, like the one just referred to, for doling out so many rupees, or it might be so many annas, for so many propositions of Euclid, or so many lines of poetry. In the early stages of education, the work to be done is all but mechanical, and, consequently, the application to it of a table of "weights and measures" does not seem so much out of place.

6. To mere capitation allowances I am decidedly opposed. I feel sure, from my knowledge of village schools, they would lead to inevitable abuses.

7. With

7. With regard to the time that a scholar should be in a school before being eligible for a grant, I would propose that six months should be required for a grant under the first standard; one year under the second; and two years under either the third or fourth. Under the first and second standard a pupil should be allowed to pass only once; but under the third and fourth, I think he might be allowed to pass twice.

From *J. T. Fowler*, Esq., Inspector of Normal Schools and Presidency Division, to the Director of Public Instruction (No. 83, dated 31st January 1867).

I HAVE the honour to submit the following remarks on the subject referred with your Memorandum, No. 2452, of the 23rd November last.

2. It does not seem to me that we require the various standards adopted in Bombay.

It appears from the Bombay rules, dated 21st February 1866, that aid to schools is there given only—

(1) On the results of an examination.
(2) According to the average attendance;

while in this Presidency the great bulk of the aid given is in the form of grants-in-aid of salaries. I do not think there is any probability of the managers of schools here seeking aid on payment for results, except for indigenous and elementary schools; and for these a slight modification of the standards already fixed would, I think, be sufficient.

SCHEDULE A.

A.

I propose no change, except to add dictation to the third standard.

B.—NATIVE SCHOOLS.

I propose the standards to run thus:—

1st Standard (Lowest).

1. *Reading.*—Single words.
2. *Writing.*—Single words.
3. *Arithmetic.*—Addition.

2nd Standard.

1. *Reading.*—A Second Reader and meanings.
2. *Writing.*—In copy books and on slates (but not to dictation).
3. *Arithmetic.*—Four simple rules and two compound.

3rd Standard.

1. *Reading.*—English and vernacular; and ability to write a fair translation into the vernacular of three or four lines of a Third Reader.
2. *Dictation* from either Reading Book; and pretty good writing in both languages.
3. *Arithmetic.*—Four simple and compound rules, reduction, rule of three, and vulgar fractions.

3. The following is the scale of payments I would propose:—

SCHEDULE B.

GRANTS.

A.—*European and Eurasian Schools.*

	Standard.	Hill Schools.	Schools in the Plains.	
		Rs.	*Rs.*	
To each pupil passed under - -	1	5	3	For boys and girls.
	2	9	7	
	3	20	15	

B.—*Native and Anglo-Vernacular Schools.*

	Standard.	Rupees.	
To each pupil passed under -	1	3	Increased by 50 per cent. in the case of girls.
	2	7	
	3	15	

4. I am not clear as to whether our rules, now in force, allow grants to a school in aid of teachers' salaries, and at the same time for the results of an examination; but I see no reason why aid in both forms should not be given, when the payment for results would be for the work up to the standard specified, and the salary grants be made dependent on the general results in any higher classes, particularly as shown in the University examinations.

Should it, however, not be meant that both salary grants and payments for results should be drawn, then to Schedule B. I would add—

	£.
For every student* passed the Matriculation Examination - -	60
Ditto† - ditto - F. A. - ditto - - -	120

5. Indigenous schools should, I think, be brought under Schedule A. as above modified.

6. What in the Bombay rules are called "capitation grants" are, I think, objectionable, as they offer strong inducement—so strong that in out-of-the-way places it would sometimes prove irresistible—to the falsification of registers; and I would not recommend their introduction.

7. I would require a period of attendance prior to the examination varying with the Standard, thus:—

For admission to examination under the—	Require a previous attendance of—
1st (lowest) Standard.	2 months.
2nd "	4 "
3rd "	6 "

8. I beg to suggest the following as points requiring notice in the subordinate rules:—

(*a.*) Registers in a prescribed form to be kept. Their being in arrears or found to contain false entries to exclude a school from examination, and, of course, from all grants.

(*b.*) No pupil to be examined whose average attendance‡ has been less than 15 full days a month for the 2, 4, and 6 respectively.

(*c.*) No child less than six or more than 15 to be examined, and no one over eight to be examined for Standard 1; and none over 12 for Standard 2.

(*d.*) No one to be passed more than once for any standard.

9. I enclose a communication on the subject, received from S. Seshaiya, Deputy Inspector of Schools.

10. From the pressure of work, more particularly the valuation of the mass of matriculation examination papers, which, though not technically a part of my official duties, is probably of greater importance to the department, and to education generally, than any other work of the year, I have been able to take up this matter only to-day, the date named as the last for the submission of the remark. This letter is, consequently, less complete than I could have wished.

11. One point occurs to me; the introduction of so complete a scheme as that adopted in Bombay would quite upset the plan of inspection lately introduced here.

* To have been in the school at least two years before the examination.
† Ditto - - ditto - - three years - - ditto.
‡ This condition is, of course, open to the objection urged in paragraph 6, though not, I think to the same extent.

From *S. Seshaiya*, Esq., Deputy Inspector of Schools, *South Arcot*, to the Inspector of Normal Schools and Presidency Division (No. 42, dated 24th January 1867).

In sending on the enclosed modified Schedules A. and B. of the Grant-in-aid Rules, I have the honour to observe that, in re-casting the Schedule A. I have thought it advisable to divide the aided schools into three classes:—

i. Purely vernacular schools.
ii. Anglo-vernacular schools.
iii. European and Eurasian schools.

2. For purely vernacular or indigenous schools, four standards have been recommended.

3. For the first or lowest standard, I require that the pupils should be able to read the First Book of Lessons, and to work addition and subtraction in arithmetic; and I do not think we can expect more than this from such schools for the first time; since, even to produce this result, it will take not less than six months for the masters of such schools, and we cannot, I think, without discouraging them, delay giving a grant in anticipation of better results.

4. Regarding the second standard recommended, I have nothing to say. I only require that such pupils as are presented to examination under that head must be able to do as much as the first class of a Government taluq school does in the vernacular.

5. The amount of work I require for the third standard may, perhaps, be said to be somewhat high; but from a school prosecuting purely vernacular studies we may easily expect that much.

6. The same remarks apply to the fourth standard.

7. Though, generally, schools reaching to the third or fourth standard will take up English and become Anglo-vernacular schools, yet there may be some villagers who will stick to their own Tamil to the entire exclusion of English, and it is to provide for such that I put in the third or fourth standards.

8. In drawing up the standards of examination for Anglo-vernacular schools, I have, as nearly as possible, followed the taluq school course.

9. In fixing upon the standards for European and Eurasian schools, I was guided by the same principle as in the case of vernacular schools.

10. In modifying the Schedule B., I have in most cases so arranged that the grant given by Government may, as far as possible, approach what the masters will generally demand from parents, if the schools were entirely private, and the masters remunerated by fees only.

11. Lastly, it is my opinion that no grant should be given on account of any boy who has not been in the school for at least three months previous to the date of examination.

Schedule A.

STANDARDS OF EXAMINATION.

For Vernacular Schools.

1st Standard.

1. *Reading.*—Pretty fairly, the First Book of Lessons.
2. *Writing.*—To dictation, simple words.
3. *Arithmetic.*—Multiplication tables, simple addition, and subtraction.

2nd Standard.

1. *Reading.*—The First and Second Book of Lessons with explanations.
2. *Writing.*—To dictation, easy sentences.
3. *Arithmetic.*—Four simple and compound rules.

3rd Standard.

1. *Reading.*—Ability to read and explain any easy prose or poetry.
2. *Writing.*—To dictation any piece selected from such books.
3. *Arithmetic.*—The four simple and compound rules; single and double rule of three; and vulgar fractions.

4th Standard.

1. *Reading.*—Ability to read and explain any prose and poetry of ordinary difficulty.
2. *Writing.*—To dictation a selection from any prose work.
3. *Arithmetic.*—The whole subject.

FOR ANGLO-VERNACULAR SCHOOLS.

1st Standard.

1. *English*—
   (*a.*) *Reading.*—First Reader with explanation.
   (*b.*) *Spelling.*—Easy words.
   (*c.*) *Writing.*—Large hand.
2. *Arithmetic.*—Four simple rules.
3. *Vernacular*—
   (*a.*) *Reading.*—The First Book and portion of the Second with explanations.
   (*b.*) *Writing.*—To dictation easy sentences.

2nd Standard.

1. *English*—
   (*a.*) *Reading.*—The Second Book.
   (*b.*) *Writing.*—To dictation easy sentences.
   (*c.*) *Grammar.*—Parts of speech.
   (*d.*) *Writing.*—Fair middle hand.
2. *Arithmetic.*—Four simple and compound rules.
3. *Vernacular*—
   (*a.*) *Reading.*—Third Book with full explanations.
   (*b.*) *Writing.*—To dictation from the same without gross mistakes.
   (*c.*) *Grammar.*—Pope's, Part II.
   (*d.*) *Writing.*—Fair middle hand.

3rd Standard.

1. *English*—
   (*a.*) *Reading.*—Third Book, with explanations, and recitation of 100 lines from any easy poetry (say, Selections of Poetry, No. 1.)
   (*b.*) *Writing.*—To dictation from the same.
   (*c.*) *Grammar.*—Parsing easy sentences.
   (*d.*) *Writing.*—Fair small hand.
   (*e.*) *Translation* of easy sentences from English into Tamil, and *vice versâ*.
2. *Arithmetic.*—Simple and compound rules and vulgar fractions; rule of three, single and double.
3. *Vernacular*—
   (*a.*) Reading and explaining any easy prose or poetry.
   (*b.*) Writing to dictation, without great errors, any piece of ordinary difficulty.
   (*c.*) Parsing.
   (*d.*) Writing fair small hand.

4th Standard.

1. *English*—
   (*a.*) Reading and explaining any easy prose or poetry.
   (*b.*) Recitation of 200 lines of poetry (from any standard author).
   (*c.*) Fair knowledge of grammar.
   (*d.*) Writing to dictation any portion selected from any easy prose work.
   (*e.*) Writing neat running hand.
2. *Arithmetic.*—Complete.
3. *Vernacular*—
   (*a.*) Reading and explaining any prose or poetry of ordinary difficulty.
   (*b.*) Fair knowledge of grammar.
   (*c.*) Writing to dictation a selection from any prose work.
   (*d.*) Writing neat running hand.

FOR EUROPEAN AND EURASIAN SCHOOLS.

1st Standard.

1. *English.*—Reading intelligibly the First Reader, with ability to explain the same.
2. *Arithmetic.*—Multiplication tables, addition and subtraction.
3. Ability to spell easy words.

2nd Standard.

1. *English.*—Reading 2nd Book of Lessons with explanations.
2. *Arithmetic.*—The four simple and compound rules.
3. *Writing.*—To dictation easy sentences.
4. *Writing.*—Large hand.

3rd Standard.

1. *English.*—Reading Third Book or any easy narrative. Recitation of 100 lines from any easy poetry.
2. *Arithmetic.*—The four simple and compound rules, rule of three, and vulgar fractions.
3. *Writing.*—To dictation sentences from any easy prose work.
4. *Writing.*—Fair middle hand.

4th Standard.

1. *English.*—Ability to read and explain any prose and poetry. Recitation of 300 lines of poetry from any standard author.
2. *Arithmetic.*—The whole subject.
3. *Writing.*—To dictation any selection from a prose work of ordinary difficulty.
4. *Writing.*—Fair small hand.

SCHEDULE B.

GRANTS TO PUPILS PASSED UNDER THE SEVERAL STANDARDS.

For Vernacular Schools.

	Rs.	a.	p.	
1st Standard	2	4	–	per annum.
2nd „	3	–	–	„
3rd „	4	8	–	„
4th „	9	–	–	„

For Anglo-Vernacular Schools.

	Rs.	a.	p.	
1st Standard	4	8	–	per annum.
2nd „	6	–	–	„
3rd „	9	–	–	„
4th „	18	–	–	„

For European and Eurasian Schools.

	Hill Schools. Rs.	a.	p.	Low Ground Schools. Rs.	a.	p.
1st Standard	9	–	–	6	–	–
2nd „	12	–	–	9	–	–
3rd „	18	–	–	12	–	–
4th „	24	–	–	18	–	–

From *E. C. Caldwell*, Esq., Inspector of Schools, 4th Division, to the Director of Public Instruction (No. 92, dated 31st January 1867.)

I HAVE the honour, with reference to your Memorandum of the 24th of November last, No. 2452, and the accompanying papers, to submit that if, as I gather from your instructions, it is the desire of Government to give expansion to the system of grants on results, the rules and standards and scales of grants laid down by the Bombay Government, copy of which was circulated with your memorandum under consideration, with some modifications, might, in my opinion, advantageously be substituted for those now in force in this Presidency.

2. As regards the latter, I believe I am correct in considering that they were framed with more especial regard to schools and classes of inferior standing, and that they were not intended to have more than a very subordinate place in the system of grants. As such they appear to me to be inadequate to form even the basis of a more general scheme.

In practice, too, they have been, at least in this division, almost wholly inoperative beside the system of grants-in-aid of teachers' salaries, and furnish no data on which to ground a more extended scheme. Under the Bombay Government, on the contrary, the system of grants on results appears to be the main feature in the scheme of educational grants, and as might be expected, the rules and schedules for regulating these grants appear to have been well and carefully considered and judiciously drawn, and I would accordingly recommend them for adoption in this Presidency, with the following modifications:—

I. If it is the desire of Government to bring the system of grants on results into operation concurrently with that of grants-in-aid of teachers' salaries, I consider that it would be necessary to make an alteration in Rule 6, extending the period of a pupil's attendance at school previous to examination from "one" to "six months."

II. I consider that the proviso in Rule 7, preventing a pupil passing twice under the same standard should be made absolute and applicable to all schools alike. On this head, I would observe that the differences between the successive standards are not greater than might be fairly expected to be surmounted within a year, and in the case of a pupil failing to make such progress, the result could scarcely be considered creditable and entitling to a grant.

III. In the case of indigenous village schools, which it would appear to be the desire of Government to bring under the operation of the new rules, I consider it would be necessary to dispense with the provisions for registration, &c., required by Rules 1, 2, and 9. It will occur to you that it is not usual for the masters or promoters of such schools to seek for Government aid; that, as a rule, they do not come under the cognizance of the department until they are sought out by the inspecting officer. In the case of such schools, the application of stringent rules for registration, or forms of any kind, would be tantamount to excluding them altogether from the operation of the system. I consider, too, that, in the case of these schools, provision should be made, as at present, for making grants to them payable quarterly, instead of annually, as in the case of other schools.

3. Looking now to the several standards of examination, I should feel disposed to recommend the abolition of all distinction between European and other schools, and to include all under the one schedule; but as this distinction seems to be very generally recognised, I will not here press the point further. I would, however, insist more strongly on the incorporation in one schedule of standards for Anglo-Vernacular and Vernacular schools, bringing in the latter merely under a lower standard. With this object I would simply abolish the 3rd and 4th standards of Vernacular schools, and annex the 1st and 2nd, with some slight alterations, to the schedule of standards for Anglo-Vernacular schools.

4. As regards the details of these schedules, the only point which appears to me to call for notice is the uncertain, and sometimes, as I would judge, the erroneous position which is assigned to translation exercises under the several standards for Anglo-Vernacular schools. Thus, in Standard II., translation comes under the head *English*, while in the higher standards it is classed under the head *Vernacular*. Again, in the lower standards, the translation exercises required are from the Vernacular into English, while under the higher standards they are from English into the Vernacular; thus reversing what, in my judgment, ought to be the rule. I incline to regard translation exercises as a test of the pupil's knowledge more of a foreign language than of his own; and in the Anglo-Vernacular schools, I consider, accordingly, that these exercises should come under the head of *English*. Again, in the lower standards, I consider it a mistake to require translations into English. It is a wholesome provision to require of a pupil from the first to understand what he reads; and, from the second standard inclusive, I consider that written translations from English into the Vernacular might advantageously be required; but before a pupil comes up to the 4th standard, I consider that he cannot fairly be expected to have acquired sufficient command of English to translate into that language from the Vernacular. For the 4th and higher standards I would require translation exercises, both from and into English, both to be included under the head of English. With these modifications, I would recommend the Bombay schedule of standards for adoption.

5. As regards the amount of grants to be assigned to each, I am not prepared to pronounce so decided an opinion; but the Deputy Inspector, G. S. Arianayagam Pillay, showed me some calculations which he had made, based on an estimate of the average number of pupils in the several classes of the aided schools, and the average amounts paid in aid of teachers' salaries under the system which now prevails. According to these calculations, and reckoning that about half the pupils presented under the several standards would pass, he estimated that if the Bombay schedule of grants were adopted, the amount which the managers of a school might draw under either system would be pretty nearly the same. This would, I believe, be in accordance with the views of Government, if they desire the two systems to come into operation concurrently.

6. There remains for me now only to observe that a system of grants by result, wherever it may happen to be introduced, would involve a return to the system of individual examination of the pupils of the aided schools, which has just been superseded by the new inspection rules.

From *L. Garthwaite*, Esq., Deputy Inspector of Schools, Malabar and Canara, to the Director of Public Instruction (No. 245, dated 15th February 1867).

I HAVE the honour to forward the statement called for in Memorandum, No. 2452, of 23rd November 1866.

2. I am directed to state my opinion on the three following points:—(1) the different standards of examination to be prescribed, such being below the matriculation test; (2) the grants which should be given; and, (3) the minimum time for which a boy should have attended a particular school to allow of a grant being issued on his account.

3. With regard to the first point, I may say, in reference to the standard for European and Eurasian schools, that they are already sufficiently favourable. In the case, however, of native schools, to the present number of standards, viz., three), I would add, (1) a new first one corresponding to the first standard for European schools, and the first Bombay standard for native schools; and, (2) one intermediate between the present, second, and third standards for native and Anglo-vernacular schools. I would also advise still further reductions in the arithmetical requirements, as follows:—

First (or Lowest) Standard.

Addition and multiplication tables and notating any digital number on a slate.

Second (the present First).

Easy exercises on the four simple rules.

Third (the present Second).

The four simple and compound rules and easy applications thereof.

Fourth.

Arithmetic sufficient for all ordinary purposes, *i. e.*, vulgar fractions and simple proportion.

Fifth Standard (the present Third).

Vulgar and decimal fractions, and simple and compound proportion.

4. As the new standards are to suit village schools, the necessity for a new lowest standard is obvious, as, without such a standard, the inducement to the masters of such schools to put their schools under inspection would be altogether too slight. Again, as it is intended, I presume, that schools should be able to draw a grant for each boy once a year (and that without their passing under the same standard twice), it appears necessary to provide a step between the present middle and higher standards. It would be impossible for any schoolmaster, even with the cleverest boys, to bring on a class in one year from the second (native) standard to the third or Anglo-vernacular.

5. I think the alterations in the arithmetical requirements necessary; first, because the present highest standard in arithmetic goes beyond even that prescribed for the University matriculation; and, second, because I do not guess exactly on what grounds higher arithmetical attainments should be expected from natives than from Europeans. I know an idea prevails that the natives of India excel in mathematics; but after considerable experience in teaching three races of this Presidency, the Tamil, Canarese, and Malayalum, I am not prepared to endorse that opinion; and I am convinced that to demand arithmetical attainments as high even as those laid down in the late Government order would be to demand what the majority of schools, otherwise eligible to result grants, could not present.

6. The standards for native and Anglo-vernacular schools would stand thus:—

1*st.* (*Lowest*) *Standard.*

1. Reading.—Words of one syllable.
2. Writing.—Any letter or digital number on a slate.
3. Arithmetic.—Addition and multiplication tables, and notating any digital number on a slate.

2nd Standard.

1. Reading.—Easy school books, clear and intelligent.
2. Writing.—Legible to dictation, in the ordinary current hand, without gross mistakes.
3. Arithmetic.—Easy exercises on the four simple rules.

3rd Standard.

1. Reading.—Advanced, and explanation.
2. Writing.—Good, and correct to dictation.
3. Arithmetic.—The four simple and compound rules, and easy applications thereof.

4th Standard.

1. (*a.*) Reading.—Current vernacular literature, including newspapers.
   (*b.*) Paraphrasing.—Vernacular poetry, taken from ordinary schoolbooks.
2. Writing.—Vernacular writing from dictation.
3. Arithmetic.—Sufficient for all ordinary purposes, *i. e.*, vulgar fractions and simple proportion.
4. Vernacular grammar.

5th Standard.

1. English Reading.—Easy poetry and history.
2. Translation.—Into vernacular on paper.
3. Writing.—English to dictation, such as Goldsmith's History of England, without three gross mistakes.
4. Arithmetic.—Vulgar and decimal fractions, and simple and compound proportion.

7. *Grants.*—In the grants for the European and Eurasian schools, I have not recommended any alteration. In the grants to native schools for the first grade, I would recommend a grant of one rupee in the Bombay rules. The other grants for the other grades might be :—

2nd	Standard	(Former First) - - - -	2 rupees.
3rd	„	(Former Second) - - -	4 „
4th	„	Without English - - -	6 „
		With English - - - -	8 „
5th	„	Anglo-vernacular - - -	12 „

8. The highest standard for Anglo-vernacular schools requires a very fair standard of attainments, next, in fact, to the Matriculation Examination; and it is but few out of the highest classes of an ordinary Government Taluq or Anglo-vernacular school that would fully satisfy its requirements.

9. It will be seen that I recommend the lowering of the standards, and a small addition to their number, and, on the average, decrease to the total expense.

The present grants ÷ their number, *Rs.* $\frac{2+5+10}{3}=\frac{17}{3}$ or $5\frac{2}{3}$

Grants recommended ÷ their number, *Rs.* $\frac{1+2+4+6+8+12}{6}=5\frac{1}{2}$

If, however, the standard be not further lowered, then I am decidedly of opinion that, unless this part of the grant-in-aid rules is to remain a dead letter, and afford no encouragement to education, the grants to native schools should be raised to the same amounts as those offered to European and Eurasian schools. There are many schools on this coast conducted by Protestant missionaries, and a still greater number conducted by Roman Catholic priests, to whose circumstances the certificated grant system is not adapted, but who would gladly avail themselves of the result grants. But if the standard is so high as at present, and the grants are so low, the offers made of such grants are merely tantalising.

10. *Girls' Schools.*—Looking at the great importance of native female education, and the difficulties in its way, especially the short time that native girls can by any probability remain at school, I think that such schools should be on the most favoured footing, *i. e.*, that the standards should be those of European and Eurasian schools, and the grants equal to those of hill schools. Grants of five rupees under the second standard, and ten rupees under the highest, should be given for needlework, as in Bombay.

11. *Time.*—In the Bombay rules, one month is given as the minimum time which a pupil should have attended previous to examination. There should be a proviso, however, precluding schools from receiving grants for boys for whom grants have been paid at other schools within the previous 12 months.

12. I would suggest the adoption of the following rule from the Bombay rules: Portuguese schools will be entitled to the same grants as vernacular and Anglo-vernacular schools. As regards these, the words "Portuguese" and Anglo-Portuguese" may be read throughout the rules and schedules for "vernacular" and "Anglo-vernacular." Portuguese is the only vernacular of the East Indians of the West Coast, who belong to the same race as those of Bombay, and to deny them elementary instruction through the medium of that language is to deny them the most ready and available means of acquiring instruction in its early stages.

From *H. Fortey*, Esq., Inspector of Schools, Second Division, to the Director of Public Instruction (No. 7, dated 28 February 1867).

In reply to your proceedings, No. 2,452, dated 23rd November 1866, I have now the honour to send to you a scheme of payment by results for native schools, and another for European and Eurasian schools.

2. I have consulted the records in my office in regard to payments made to village schoolmasters in the district of Nellore, and I have fixed the payment per boy for the lowest standard in the scheme now submitted for your consideration, so as to make the expense to Government about equal to that under the system now in force.

3. When the standards are decided upon, the details will have to be elaborated, and the amount of knowledge required in each subject should be defined with the greatest possible precision, or endless discussions will arise between the managers and the inspectors; for instance, the words "writing fairly from dictation" will, in my opinion, require a page or two of explanation, in order to secure uniformity in the working of the rules, and obviate disputes with school managers. But until the standards to be adopted have been decided on, it would be a waste of time to elaborate them in this way, and I therefore have not done this in regard to those which I now submit for your consideration.

4. I am of opinion that no payment should be made on account of a boy who has not been studying in a school for at least six months previous to the inspector's examination. I observe that the period fixed on in the Bombay rules is one month; but this is, I think, far too short.

Statement showing Standards proposed, and Payment per Boy, for each Boy passed in certain groups of Subjects in each Standard.

	Payment per Boy passed.
Native Schools.	
Lowest Standard.	
1. Reading.—Simple stories 2. Writing.—Fairly from dictation 3. Arithmetic.—Four simple rules	5
Middle Standard.	
1. Reading.—Ordinary prose, explanation, and grammar 2. Writing.—From dictation a passage of ordinary prose 3. Arithmetic.—Four simple and compound rules, vulgar fractions, and simple proportion 4. English.—Reading simple stories, and writing from dictation	7 3
Total	10
Highest Standard.	
1. Reading.—Prose and poetry, explanation, and grammar 2. Writing.—With considerable accuracy from dictation 3. Arithmetic.—To end of Decimals 4. Geography of Europe and Asia 5. English.—Reading, explanation, and grammar as far as etymology 6. English dictation	10 5
Total	15
European and Eurasian Schools.	
Lowest Standard.	
1. Reading.—Simple stories 2. Writing.—Simple stories from dictation. 3. Arithmetic.—Four simple rules	5
Middle Standard.	
1. Reading.—Ordinary prose, explanation, and grammar as far as etymology 2. Writing.—From dictation a passage of ordinary prose 3. Arithmetic.—To Vulgar Fractions and Simple Proportion	6 4
Total	10

	Payment per Boy passed.
European and Eurasian Schools—*continued.*	
Highest Standard.	
1. Reading.—Prose and poetry, explanation, and grammar including syntax - -	
2. Writing.—With considerable accuracy from dictation - - - - -	10
3. Geography.—Europe and Asia - - - - - - - - - -	
4. History of India - - - - - - - - - - - -	
6. Arithmetic.—Complete - - - - - - - - - - -	5
TOTAL - - -	15

From *A. Cachapaiswaraiah*, Esq., Deputy Inspector of Schools, Coimbatore, to the Director of Public Instruction (No. 720, dated 10th January 1867).

WITH reference to your proceedings (No. 2452) of the 23rd November last, I have the honour to submit my opinion with regard to native schools.

2. The standards in arithmetic, as modified in your notification of the 25th October last, are still too high; for "arithmetic complete," laid down by you for the third or higher standard is what is fixed for the first examination in Arts. The standard for the matriculation test is "the first four rules, Vulgar and Decimal Fractions, Proportion, and Extraction of the Square Root;" that for the new fourth grade teachers' certificate examination, "Colenso's generally, omitting Duodecimals, Cube Root, and Stocks;" and that for the new fifth grade teachers' certificate examination, "four simple and compound rules, with principal Indian weights and measures."

3. The highest standard to be framed should be nearly similar to that laid down for the fourth grade teachers' certificate examination, the first point, according to paragraph 2 of the above-mentioned proceedings, being that it should be below the matriculation test; and the lowest standard should not exceed that laid down for the schools under the Coimbatore village school system (only four simple rules in arithmetic), paragraph 3 of the said Proceedings requiring that this standard should be so framed as to be applicable for indigenous schools.

4. The standards proposed are four in number; the first and second applicable to indigenous schools, the third to vernacular schools, and the fourth, or the highest, to Anglo-vernacular schools.

5. I am not in favour of capitation grants.

6. The following Schedules A and B are made after the manner of those adopted in the Bombay Presidency:—

SCHEDULE A.

1st Standard.

Head I.—1st Book of Lessons, 1st Part; reading slowly.

Head II.—Dictation from the read portion of the above book, without exceeding 65 per cent. of mistakes.

Head III.—Arithmetic.—Notation and Addition.

N.B.—This standard is preparatory to the second standard, and is calculated to the improvement of village schools; as most teachers who now get no grants under the Coimbatore village school system will try to prepare for this easy standard, and eventually adopt the second standard.

2nd Standard.

Head I.—1st Book of Lessons, 2nd Part; reading fairly, and giving synonymous terms for easy words.

Head II.—Dictation from the read portion of the above book, without exceeding 50 per cent. of mistakes.

Head III.—Arithmetic.—Four simple rules (plain work and not practical exercises).

Head IV.—(*a*) History.—Brief Sketches of Asia, India.
Or (*b*) Geography.—Madras Presidency.

N.B.—If this standard be raised, almost all the village school teachers now in receipt of quarterly grants will be driven to despair.

3rd Standard.

Head I.—Reading and explanation in the Second and Third Readers, Public Instruction Press.

Head II.—Pope's 1st Catechism of Grammar.

Head III.—Arithmetic.—Four Simple and Compound Rules, with the principal Indian Weights and Measures.

Head IV.—Dictation, without exceeding 25 per cent. of mistakes, with fair handwriting.

Head V.—(*a*) History.—Brief Sketches of Asia.
Or (*b*) Geography.—Outlines of Asia in general, and India in particular.

N.B.—This standard is supposed to be taught by one possessing qualifications similar to those of a teacher holding the new fifth grade certificate.

4th Standard.

Head I.—English. (*a*) First and Second Books of Lessons, Madras School Book Society (reading and explanation). (*b*) Elements of English Grammar. (*c*) English dictation from the read portion, without exceeding 50 per cent. of mistakes.

Head II.—Tamil (*a*) Third Book of Lessons—reading and explanation.
(*b*) Minor Poets—repetition and explanation.
(*c*) Pope's Second Grammar.

Head III.—Arithmetic (in Tamil).—The First Four Rules and Vulgar Fractions.

Head IV.—Euclid.—Book I, (in Tamil).

Head V.—History.—Morris' India (in Tamil).

Head VI.—Geography.—Clift's—The four Continents (in Tamil).

N.B.—This standard is supposed to be taught by one possessing qualifications similar to those of a teacher holding the new fourth grade certificate.

Note.—Higher standards than these are not feasible.

SCHEDULE B.

YEARLY GRANTS.

Standard.	First Head.	Second Head.	Third Head.	Fourth Head.	Fifth Head.	Sixth Head.	TOTAL	The minimum time a boy should have attended the school to allow of a grant being issued on his account.	REMARKS.
	Rs.	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*		
I.	1	1	2½	–	–	–	4½	Two months.	The 1st head $4a + 4b + 2c =$ 10.
II.	2	2	5	2	–	–	11	Ditto.	
III.	3	3	6	3	3	–	18	Three months.	The 2nd head $4 \times 3 + 3 \times$ 10.
IV.	10	10	12	4	4	–	40	Ditto.	

N.B.—To entitle a teacher for nine rupees quarterly grant (36 rupees per annum) under the Coimbatore village school system, the chief points required are that the average attendance should be not less than 12 boys, and that not less than 4 boys should pass in—(1) working a long division sum; (2) writing to dictation without exceeding 40 per cent. of mistakes; and (3) reading and explaining a passage in the 1st or 2nd book of lessons. The second standard of allowances in Schedule B is so framed that the teacher who, under the Coimbatore village school system, draws quarterly nine rupees with four successful boys, may not become a loser under the payment-for-results system. Thus (his boys do not pass under the present system in history and geography, except for 10 rupees grant) 4 boys × 9 rupees (for 3 heads 2 +2+5=9) =36 rupees. Under the first standard, a village school teacher with four successful boys will get but 1½ rupees per mensem. Should the allowances given in Schedule B be reduced, or the standard in Schedule A raised, all the village school teachers, at present in receipt of grants, should in future despair of their emoluments.

In my district, all the Anglo-vernacular schools under the certificate system put together produce an average attendance of 25 boys; and all the vernacular schools, that of 18 boys. These schools generally produce 9 or 10 boys, educated almost according to the 3rd or 4th standards, of whom (my experience shows) six boys pass on an average. The certificate system generally bestows a monthly grant of eight rupees upon a fifth grade certificate teacher, and that of 20 rupees upon a 4th grade certificate teacher. The 3rd and 4th standards are calculated to remunerate duly the teachers who are supposed to possess qualifications nearly similar to those of teachers holding, respectively, 5th and 4th grade teacher certificates.

From *S. Nadamuni Moodelly*, Esq., Deputy Inspector of Schools, Godavery Districts, to the Inspector of Schools, First Division (No. 6, dated 16th January 1867).

In obedience to the directions conveyed in the memorandum of the Director of Public Instruction, No. 2,452, dated 23rd November last, I beg to submit the following suggestions.

2. I consider the standards of examination prescribed in Schedule A to be too high to afford benefit to the indigenous schools. The best conducted of the village schools in my division is the one at Ganapavaram, in the taluq of Undi, where the people take great interest in the welfare of the school. They have secured a teacher with tolerably respectable qualifications, and who possesses also a certificate of the 9th grade. With these advantages, the school is attended with about 30 boys. Seven of these form the second or the senior class; eight the upper division of the first; and the rest constitute the lower division, forming the initiatory class. The highest of these divisions, viz., the second class, follows a course of instruction more or less corresponding to that of a similar class of a taluq school. When subjected to an examination for grants-in-aid, the school will not be able to pass for any but the lowest standard of the Schedule A, and according to Schedule B can secure to the master no more than 14 rupees per annum, or a little more than a rupee for every month in the year. This appears to be too small a sum to induce a master to train up his boys to the standard proposed. I beg therefore to submit for consideration the standards appended to this letter, with the rates of grants to be issued in each case.

3. In regulating the grants, I fixed upon two annas as the lowest fee a village master can receive for each boy from Government, three annas for the second standard, and four for the third, giving higher fees for the taluq and Anglo-vernacular schools. In connection with these rates, I have taken into consideration several description of schools, and tabulated the results on a separate sheet. In accordance with that table, a well-conducted indigenous school, with good attendance, will be able to secure to its master a monthly grant of *Rs.* 4. 8., or *Rs.* 5. 6., if English is also taught; while a school of the same kind, with a much smaller number in attendance, will give him only *Rs.* 1. 14., or *Rs.* 2. 8. a month. As most of the indigenous schools will be purely vernacular, the above sums, supplemented by about the same amounts from boys in the shape of fees, will allow the master a salary of 9 rupees, or *Rs.* 3. 12., according to the quality of the school. If an average be struck between these sums, a middle class school will be able to fetch about 6 rupees a month. This appears to be a fair allowance, looking at the position of the majority of my schoolmasters.

4. In a taluq school respectably attended, and efficiently conducted, the grants-in-aid with the aid of fees, will allow 20 rupees, and 9½ rupees a month for two teachers; while in a school of the same grade with fewer boys, the salaries of the teachers can only be 10½ rupees and 7 rupees per mensem. Striking an average again, as in the former case, a middle class school of this description can have two teachers on 15 rupees and 8 rupees per mensem. This appears also to be satisfactory.

Head Master on	Rupees,	50	per mensem.
2nd	,,	,,	25	,,
3rd	,,	,,	20	,,
4th	,,	,,	15	,,
5th	,,	,,	12	,,
TOTAL - - -			122	

5. As regards the higher schools of a strictly Anglo-vernacular standard, the proposed grants with local aid are calculated to afford fair salaries to five teachers, as noted in the margin. The last teacher will be in charge of two divisions.

6. With respect to the period for which a boy should have attended the school to admit of his being examined, I beg to state that six months will be a proper limit for the first three standards, and one year for the 4th, 5th, and 6th standards.

7. No capitation allowance seems necessary in addition to the proposed grants.

1st (or Lowest) Standard.

1. Reading.—First five lessons of 1st Book of Lessons.
2. Writing.—Words of two or three letters pretty correctly on the black board.
3. Arithmetic.—Multiplication Tables, repetition mechanically.

2nd Standard.

1. Reading.—1st Book of Lessons, Part I., with explanation.
2. Writing.—Simple words pretty correctly on slates.
3. Arithmetic.—Simple Addition and Subtraction, with Multiplication Tables.

3rd Standard.

1. Language.—(1.) Second Book of Lessons, about half the book, with explanation.
   (2.) Declension and conjugation.

2. Writing

2. Writing to dictation of easy passages with tolerable correctness.
3. Arithmetic.—Simple and Compound Rules.

English (1.) Language.—1st Reader of the Madras School Book Society, with explanation.
(2.) Spelling simple words.

4th Standard.

1. Language.—(1.) Panchatantram, about two-thirds of the book.
(2.) Nitisangraham, first half of the book.
(3.) Venkaiya's Grammar, first two chapters.
(4.) Parsing easy words.
2. Writing legible to dictation from the Reading Book, fairly as to correctness.
3. Arithmetic.—Vulgar Fractions and Rule of Three.

English.—1. Reading, McLeod's, about 50 pages with explanation.
2. Grammar, elements, first two parts.
3. Parsing, etymological.

Writing.—Middle hand—simple words.

5th Standard.

1. Language.—(1.) Third Book of Lessons.
(2.) Nitisangraham, the latter half.
(3.) Venkaiya's Grammar.
(4.) Parsing moderately difficult sentences.
2. Writing to dictation in the ordinary current hand from Panchatantram or Nitichandrika.
3. Arithmetic.—Vulgar and decimal fractions and interest.
4. Euclid,—Half of book I.

1. English Language.—(1.) Third book (vegetables), or a book of similar kind.
(2.) Grammar, elements—the whole.
(3.) Parsing, syntactical.
(4.) Poetry, selections, No. I., about half the book.
(5.) Translation into vernacular on paper.
2. Writing small hand to dictation, fairly as to correctness.

6th Standard.

1. Language.—(1.) Nitichandrika, Mitralabham.
(2.) Nalacharitra, half the book.
(3.) Venkaiya's Grammar, the whole.
2. Writing running hand correct to dictation.
3. Arithmetic.—Complete with the exception of stocks.
4. Euclid.—Book I.

English Language.—(1.) Prose No. I., P. I. P., or a book of similar kind.
(2.) Poetry, selections, No. I., the latter half.
(3.) Grammar, Sullivan's.
(4.) Parsing moderately difficult sentences.
(5.) Translation, reciprocal.

Writing.—Fair and neat, correct to dictation.

GRANTS TO BE ISSUED ANNUALLY.

	1st Standard.	2nd Standard.	3rd Standard.		4th Standard.		5th Standard.	6th Standard.
	Vernacular.	Vernacular.	Vernacular.	English and Vernacular.	Vernacular.	English and Vernacular.	English and Vernacular.	English and Vernacular.
	Rs.	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*
To each pupil passed under - -	1½	2¼	3	4½	5	7½	12	18

Indigenous Schools.

Standard.	With Good Attendance.			With Small Attendance.		
	No. of Boys.	Grants for Vernacular.	Grants for English and Vernacular.	No. of Boys.	Grants for Vernacular.	Grants for English and Vernacular.
		Rs.	*Rs.*		*Rs.*	*Rs.*
2nd Class, 3rd Standard	7	21	31½	5	15	22½
1st U. D., 2nd ditto	8	18	18	5	7½	—
1st L. D., 1st ditto	10	15	15	-	-	7½
Mere beginners	5	-	-	5	—	—
TOTAL	30	54	64½	15	22½	30

Taluq Schools.

Standard.	With Good Attendance.			With Small Attendance.		
	No. of Boys.	Grants for Vernacular.	Grants for English and Vernacular.	No. of Boys.	Grants for Vernacular.	Grants for English and Vernacular.
		Rs.	*Rs.*		*Rs.*	*Rs.*
3rd Class, 4th Standard	10	60	75	6	30	45
2nd „ 3rd ditto	15	45	67½	9	27	40½
1st U. D., 2nd ditto	12	27	27	7	15¾	15¾
1st L. D., 1st ditto	5	7½	7½	3	4½	4½
Mere beginners	8	-	-	5	—	—
TOTAL	50	129½	177	30	77¼	105¾

Anglo-Vernacular Schools.

Standard.	With Good Attendance.			With Small Attendance.		
	No. of Boys.	Grants for Vernacular.	Grants for Anglo-Vernacular.	No. of Boys.	Grants for Vernacular.	Grants for Anglo-Vernacular.
			Rs.			*Rs.*
5th Class, 6th Standard	15	-	270	8	-	144
4th „ 5th ditto	15	-	180	8	-	96
3rd „ 4th ditto	15	-	112½	9	-	67½
2nd „ 3rd ditto	20	-	90	12	-	54
1st U. D., 2nd ditto	20	-	45	12	-	27
1st L. D., 1st ditto	25	-	37½	15	-	22
TOTAL	110	-	735	64	-	411

From *C. Ramarau*, Esq., Deputy Inspector of Schools, Ganjam District, to the Director of Public Instruction (No. 12, dated 22nd January 1867).

WITH reference to your memorandum, dated Madras, 23rd November 1866, No. 2452, regarding the modifications which should be made in Schedules A and B of the Grant-in-Aid Rules now in force, I beg to express my opinion as follows:—

2. Regarding the first point, namely, the different standards of examination to be prescribed, I think the standards of examination laid down by the Bombay Government for the several classes of schools in that Presidency, might be adopted by us also; those laid down for the "Vernacular Schools" being made applicable to our indigenous schools.

3. Regarding the second point also, viz., the grants which should be given, I would recommend the adoption of the Bombay scale, which seems to be sufficiently liberal. I would recommend also the provision of capitation grants on the average attendance of pupils; but if capitation grants should find no place in our presidency, the Bombay scale for

for "Vernacular Schools" should be doubled before adopting it for our vernacular schools, while that for Anglo-vernacular schools may be received without change.

4. Regarding "the minimum time for which a boy should have attended a particular school to allow of a grant being issued on his account," I think the period of one month prescribed in the Bombay rules is rather short, and is only to be required in the lowest classes. In the higher classes the period required should be three and six months.

From *G. Vedenta Chariar*, Esq.; Deputy Inspector of Schools, Vizagapatam District, to the Director of Public Instruction. (No. 320, dated 25th January 1867).

As called for in your Circular Memorandum, No. 2452, of 23rd November 1866, subject to Order No. 293 of the Madras Government, dated the 13th October 1866, I do myself the honour of suggesting the following alterations, which seem to me to be worthy of introduction in our present rules for conducting the grants-in-aid system, and calculated to work with advantage.

As seems to have been your object in circulating the revised rules of the Bombay Presidency with your proceedings, I have instituted a comparison between those rules and ours, and, on the results thereof, have based the following.

My unacquaintance with all the schools under consideration in Schedule A. leaves me with a rather imperfect idea of them, and what will be given in these pages is only from a knowledge of the schools obtained from a look into our revised Grants-in-Aid Rules.

2. The three standards laid down in the present rules appear to me to be rather too distant strides to be taken in succession by pupils, each in the course of a year. It may reasonably be hoped that those laid down ought to be such as can be reached successively by a year's study.

The highest point to be attained is fixed, namely, the Matriculation Examination; and all the standards below prescribed as above, may be classified under four, as shown in the Schedule A. appended.

3. It has not satisfied me that each standard should be of only three tests (English and Telugu languages, and mathematics); why geography and history were thrown aside being not known.

I have, therefore, divided each standard into five heads—1st, English; 2nd, Vernacular; 3rd, Mathematics; 4th and 5th, Geography and History, respectively.

4. "Such being below the Matriculation test." The wording could not convince me that the European and Eurasian schools are to be free from any vernacular test.

As, however, there may be schools where no vernacular is taught, I would exempt them from any test in it.

5. I wished I could understand why the standard tests of European and Eurasian schools should be comparatively easier than those of Native schools. The former, if I am not mistaken, are not meant to be examined in a different language from the English.

I have, therefore, been of opinion that the standards of both the schools should, excepting the Indian vernaculars, be of the same stamp.

6. Before finishing my explanations on the alterations suggested in Schedule A., I would add, for the sake of clearness, that the tests prescribed for indigenous schools are those for Anglo-vernacular schools, exclusive of any English.

7. As for the grants issuable under the above tests, and before I would subjoin a schedule giving them as I would recommend, it should be remarked that the grants issued at present in our Presidency are too low, while those in the other under comparison, too high. I much like the *principle* on which Schedule B. of the Bombay Presidency is drawn. This will certainly affect the numerical progress of grants-in-aid schools, though ours does not much tend to affect it.

8. The principle inferable from our Schedule B. now in force is that no pupil is eligible for any grant unless he passes all the tests. This is too hard.

To reserve, however, a part of the principle (which in my opinion is very becoming), a pupil who does not pass both in language and arithmetic should get no grant; this to be an exception in the case of first standard.

Other conditions may be laid down if the above is approved of.

9. Connected with the subject are two main points to be considered:—

1st. How long may a pupil be allowed to remain in the same class?

2nd. How long should he have attended the school to entitle him to a grant?

In other words, how often may one undergo examination under the same standard?

"What must be the minimum time for which a boy should have attended the school to allow of a grant being issued on his account?" It seems prudent to determine that no boy

should be allowed to pass the same test more than twice; and should he fail to obtain a grant on his account on both the occasions, it shall be ruled that he be no more tested under that standard.

As to the latter point, no teacher shall have credit given him for a pupil acquitting himself successfully in an examination, should the time the latter has had instruction from the former fall under, in the lowest calculation, six months.

10. Having, from the little experience I have gained in my position, which I have held for a year, given my observations on the points required, I beg to remain, &c.

Schedule A.

For European and Eurasian Schools.

1st Standard.

1st Head.—Reading sentences and spelling words from a Reading Book.
Writing letters of the alphabet on a slate.
2nd Head.—Knowledge of the Vernacular alphabet.
3rd Head.—Multiplication Tables, Mental Addition of digits, and Notation and Numeration.

2nd Standard.

1st Head.—Fair reading and writing from dictation.
Grammar, as far as verbs in Etymology, with capability to distinguish Parts of Speech.
2nd Head.—Reading easy Class Book.
Spelling and writing out easy words.
3rd Head.—Simple and Compound Rules.
4th Head.—Geographical definitions, and a knowledge of the Continents and Oceans.

3rd Standard.

1st Head.—Advanced reading and writing from dictation.
Grammar.—Etymology and Rules of Syntax, with a knowledge of parsing, and capability to compose easy sentences.
Easy translation into English.
Easy poetry.
2nd Head.—Fair reading and writing from dictation.
The elements of Vernacular Grammar.
3rd Head.—Arithmetic.—Greatest Common Measure, Least Common Multiple, and Vulgar Fractions.
Algebra.—As far as Subtraction.
Euclid.—Definitions.
4th Head.—Continents of Asia and Africa.
5th Head.—History of India, as far as British connexion with the country.

4th Standard.

1st Head.—Grammar and analysis of sentences.
Translation and paraphrase of poetry.
Composition.
2nd Head.—Advanced reading and writing from dictation.
Grammar (Vernacular) with capability to parse.
Composition of easy sentences.
Easy translation.
Easy Vernacular poetry.
3rd Head.—Arithmetic.—Decimal Fractions, Rule of Three, and Extraction of Square and Cube Roots.
Algebra.—As far as Simple Equations (exclusive of Fractions and Surds).
Euclid.—The first book.
4th Head.—Europe and America, with map-drawing.
5th Head.—History of India (continuation to the end).

FOR NATIVE SCHOOLS (ANGLO-VERNACULAR AND VERNACULAR).

1st Standard.

1st Head.—Reading sentences and spelling words from a Reading Book.
Writing letters of the alphabet on a slate.

2nd Head.—Reading sentences and spelling words from a Reading Book.
Writing easy words on a slate.

3rd Head.—Multiplication Tables, Mental Addition of digital numbers, Notation and Numeration.

2nd Standard.

1st Head.—Fair reading and writing from dictation.
Grammar.—As far as verbs in Etymology, with a capability of distinguishing Parts of Speech.

2nd Head.—Fair reading and writing from dictation.
Explanation from a Reading Book.
Grammar.—Elements of Vernacular Grammar.

3rd Head.—Simple and Compound Rules.

4th Head.—Geographical definitions and a knowledge of the Continents and Oceans.

3rd Standard.

1st Head.—Advanced reading and writing from dictation.
Grammar.—Etymology and Rules of Syntax, with capability to parse and compose easy sentences.
Easy translation.
Easy poetry.

2nd Head.—Advanced reading and writing from dictation.
Grammar.—Knowledge of the whole elements, with capability to parse and compose easy sentences.
Translation.
Easy poetry.

3rd Head.—Arithmetic.—Greatest Common Measure, Least Common Multiple, and Vulgar Fractions.
Algebra.—As far as Subtraction.
Euclid.—Definitions.

4th Head.—Continents of Asia and Africa.

5th Head.—History of India, as far as British connexion with the country.

4th Standard.

1st Head.—Grammar and analysis of sentences.
Translation.
Paraphrase of poetry.
Composition.

2nd Head.—Knowledge of the whole of Vernacular Grammar of a superior kind.
Fair translation.
Paraphrase of poetry.
Capability to write on a given subject.

3rd Head.—Arithmetic.—Decimal Fractions, Rule of Three, and Extraction of Square and Cube Roots.
Algebra.—As far as Simple Equations, exclusive of Fractions and Surds.
Euclid.—The first book.

4th Head.—Europe and America, with map-drawing.

5th Head.—History of India (continuation to the end).

SCHEDULE B.

Grants Issuable to Pupils passed under several Standards (for European and Eurasian and Native Schools).

PARTICULARS.	Highest Grant obtainable under					
	1st Head.	2nd Head.	3rd Head.	4th Head.	5th Head.	TOTAL.
	Rs. a. p.	*Rs. a. p.*	*Rs. a. p.*	*Rs. a. p.*	*Rs. a. p.*	*Rs. a. p.*
To each pupil passed under 1st Standard -	1 - -	1 - -	1 - -	- -	- -	3 - -
Ditto - ditto - 2nd ditto -	1 8 -	1 8 -	1 8 -	1 8 -	- -	6 - -
Ditto - ditto - 3rd ditto -	2 - -	2 - -	2 - -	2 - -	2 - -	10 - -
Ditto - ditto - 4th ditto -	3 - -	3 - -	3 - -	3 - -	3 - -	15 - -

(signed) *G. Vedenta Chariar,*
Deputy Inspector of Schools.

From *G. S. Arianayagam Pillay*, Esq., B.A., Deputy Inspector of Schools in Tanjore and Trichinopoly, to the Director of Public Instruction, (No. 29, dated 26th January 1867).

I HAVE the honour to offer a few suggestions with reference to your proceedings, No. 2452, of 23rd November 1866.

2. Any opinion that I may be able to give in connection with European and Eurasian schools must be all theory, such schools having scarcely ever come under my eye. I consider it proper, therefore, to be silent on the point.

3. As to Anglo-vernacular schools, I have seen no cause to differ from the Bombay scheme, either regarding the number of standards required below the matriculation, or the subjects prescribed under each standard. I have considered the scheme over and over, and have not been able to improve upon it on any point worth speaking. Schools which aim at the matriculation standard cannot carry out their object without having five or six classes graduated in some such way as is prescribed in the scheme, as we shall at once see by looking at the arrangement of classes in the zillah and provincial schools.

4. In fixing a scale of grants, it seems to me that we should proceed upon the principle of giving what is likely to be about half the reasonable remuneration of teachers employed in educating up to the prescribed standards. Now, assuming that 15 rupees is the fair remuneration of the teacher of a class which is being prepared to pass the first Anglo-vernacular standard, that it consists of 20 pupils, and that 15 of them pass while the rest fail (an assumption which I believe will be verified by experience), six rupees per pupil will cover half the yearly salary of the teacher. Again, supposing the pay of the teacher of a 2nd Anglo-vernacular standard class to be 25 rupees, and assuming the other particulars as above, 10 rupees per pupil will cover his half salary. Similarly, taking the monthly salaries of teachers educating up to the 3rd, 4th, and 5th standards, to be 35, 50, and 80 rupees respectively, 14, 20, and 32 rupees should be the respective yearly grants. For the matriculation standard, I will assume 150 rupees as the teacher's salary, that the class contains 14 boys, and that half of them pass; this supposition gives nearly 130 rupees on account of every matriculated student. The grants which I have ventured to recommend will be seen to agree in the main with the Bombay scale, thus: —

	1st Standard.	2nd Standard.	3rd Standard.	4th Standard.	5th Standard.	6th Standard.
The Bombay scale - - - - -	6	9	12	21	30	100
The scale here suggested - - - -	6	10	14	20	32	130

5. As to the principle by which we should regulate the minimum time during which a pupil should have attended a particular school to allow of a grant to be issued on his account, I am not quite certain; I think, however, that it would be reasonable so to fix the time as to admit of a child's being educated up to a given standard, supposing him to have already passed, or to have already been able to pass, the next lower test, assuming, of course, that he has a fair amount of industry and talent, and that his teacher is able and painstaking. Upon this principle, I imagine that six months would generally be a fair minimum, and that it should never be short of three months.

6. I beg

6. I beg to submit herewith a schedule of the subjects of examination for Vernacular schools, which will be found mostly to conform with the Bombay Schedule. In fact, Mr. Grant has so carefully drawn up his schedules and rules (I refer to those points on which I am in a position to form an opinion) that any common-sense legislation on the subject cannot materially differ from them. It will be observed that my schedule does not go above the third standard; this is because I think there is scarcely any likelihood of our having purely Vernacular schools rising above this standard, excepting in the language subject. Regarding reading, I have a remark to make: the testing of a child's ability to read from the way he reads a book fixed as lesson for his class is liable to serious objection. In a great many cases that have come under my observation the text books had been read through so often as to be known by heart, and to preclude any possibility of one's judging of the pupil's ability to read. To test reading by means of fixed text books in the case of schools expecting to be paid on the results of periodical examinations, is liable to great abuse, especially in the lower classes, where the foundation of fluent reading should be laid. A young child may be so carefully taught to read the Tamil 1st and 2nd Books as to enable him to read any other book of the same difficulty with almost equal facility; in fact, I have found this by experiment in the case of a child below seven years of age. In these remarks I refer to the reading and not the explanation, of a text book. In every case, therefore, when reading is a head of examination, I would strongly recommend that the examiner should be allowed the option of testing it by means of any book equal in difficulty to the text book. The explanation of the subject-matter should of course be confined to the latter.

7. The tests, both Vernacular and Anglo-Vernacular, may be the same for girls as for boys, with this difference, that the examination of girls should be more lenient; for instance, if half the maximum marks be required to pass a boy for a standard, one-third may be considered sufficient for a girl.

8. The grants assigned for Vernacular schools by the Bombay scheme appear to me to be very low, particularly in the first or lowest standard. The pay of a person employed to teach children up to the lowest standard cannot be fairly taken to fall below 5 rupees per mensem, and I will suppose that teachers employed to educate up to the 2nd, 3rd, and 4th standards, are paid at 7½, 10, and 15 rupees respectively. Now, upon the principle enunciated in the fourth paragraph, and making the same assumption as to the number of pupils and the proportion of those who pass, we have :—

	1st Standard.	2nd Standard.	3rd Standard.	4th Standard.
The Scale here recommended for Boys' Schools	2	3	4	6
The Bombay Scale - - - -	1	2	3	6

9. In the case of girls, it is my opinion that for some years to come the grants should be double of that given on account of boys. To repeat what I have already remarked, the standard for girls being the same as for boys (with the addition of some appropriate branch of needlework), the examination of girls should be more lenient, and the grants assigned should be double of those recommended in paragraphs 4 and 8 for the respective standards.

10. In the above calculations I have taken no account of capitation allowances, seeing that they cannot materially affect the income of a school if they are to be as low as they are fixed in the Bombay scale, and as, in my humble opinion, they ought to be. To fix a higher rate of capitation allowance would probably tempt managers, particularly those of the elementary schools, to look more to the number, and less to the progress, of their pupils than could be deemed conducive to a healthy state of education.

STANDARDS OF EXAMINATION FOR TAMIL SCHOOLS.

1st Standard.

1st Head.—*Arithmetic.*—Addition and Multiplication Tables up to 10 times.

2nd Head.—*Writing* any letter of the alphabet from dictation.

3rd Head.—*Reading.*—First Book.

2nd Standard.

1st Head.—*Arithmetic.*—Four Simple Rules.

2nd Head.—*Writing* simple words.

3rd Head.—*Reading* of the Second and Third Books, explanation of Second Book, and of the easy portions of the Third Book.

3rd Standard.

1st Head.—*Arithmetic.*—Up to Rule of Three.

2nd Head.—*Writing* to dictation from the Third Book, with the (correct) *sandtis* which occur in colloquial Tamil.

3rd Head.—(1.) *Reading* of Third Book and the Dinavartamani—particular explanation of the former, and general explanation of the latter.
(2.) *Recitation* of the Minor Poets up to Muthurai (——) with explanation.

4th Head.—*Pope's 1st Grammar*, and the easy portions of the 2nd Grammar.

From *M. Singaravalu Moodelly*, Deputy Inspector of Schools, 2nd Division, to the Director of Public Instruction (No. 4, dated 31st January 1867).

In reference to your Memorandum, No. 2452 of 1866, I have the honour to forward the modified schemes of the Schedules A and B of the Grant-in-Aid Rules now in force.

2. It will be seen that the schemes detail five standards below the Matriculation test with the subjects and the corresponding grant for each. I am of opinion that unless a boy continues in a school for at least six months, the merits or demerits of the boy will not be due to the school; and so I trust six months should be the least time for which a boy should have attended a school for a grant to be issued in his name.

3. I further beg leave to remark, that the lower standards have been so cast, as to apply to all schools in general.

SCHEDULE A.

STANDARDS OF EXAMINATION.

A.—FOR EUROPEAN AND EURASIAN SCHOOLS.

1st (Lowest) Standard.

Reading.—Reading easy child's book.

Writing.—Writing words of one-syllable.

Arithmetic.—Notation, Addition, and Subtraction.

2nd Standard.

Reading.—Reading easy narrative (intelligibly).

Writing.—Writing large hand fairly.

Arithmetic.—The Four Simple Rules.

3rd Standard.

Reading.—As of a newspaper, and writing to dictation from the same.

Writing.—Fair small hand.

Arithmetic.—Simple and Compound Rules, and Rule of Three.

4th Standard.

English.—(*a.*) Reading and explanation of easy English Classics.
(*b.*) Recitation of classical poetry, 300 lines.
(*c.*) Dictation (including hand-writing).
(*d.*) Grammar, the Rule of Syntax.

Optional Language.—Either Latin, Sanscrit, or any Vernacular language, with translation into English of easy sentences.

Mathematics.—(*a.*) Arithmetic, to Vulgar and Decimal Fractions.
(*b.*) Euclid, to the 10th Proposition, 1st Book.
(*c.*) Algebra, to the end of Subtraction.

5th Standard.

English.—(*a.*) Paraphrase of English Poetry.
(*b.*) Grammar and analysis of sentences.

Optional

Optional Language.—Written translation into English from any ordinary school book, and *vice versâ*.

Mathematics.—(*a.*) Arithmetic, complete with Mensuration.
(*b.*) Euclid, First Book.
(*c.*) Algebra, to Simple Equations.

B.—For Anglo-Vernacular Schools.

1st Standard.

English.—(*a.*) Reading of First Book, with explanation.
(*b.*) Spelling easy words.
(*c.*) Writing large hand.

Optional Language.—(*a.*) Reading Third Book, with explanation.
(*b.*) Writing easy words.

Arithmetic.—The Four Simple Rules.

2nd Standard.

English.—(*a.*) Reading and explanation of the Third Book.
(*b.*) Writing halftext.
(*c.*) Grammar, parts of speech.

Optional Language.—(*a.*) Reading Fourth Book, with explanation.
(*b.*) Grammar, Declensions, and Conjugations.

Arithmetic.—The Simple and Compound Rules.

3rd Standard.

English.—(*a.*) Reading Fourth Book, with *vivâ voce* explanation in English or Vernacular.
(*b.*) Parsing easy sentences.
(*c.*) Writing fair small hand.

Optional Language.—(*a.*) Reading senior school books, with explanation.
(*b.*) Parsing of ordinary sentences.

Arithmetic.—Vulgar Fractions and Simple Proportion.

4th Standard.

English.—(*a.*) Reading and explanation of easy English Classics.
(*b.*) Recitation of Classical Poetry, 300 lines.
(*c.*) Dictation (including hand-writing).
(*d.*) Grammar, the Rules of Syntax.

Optional Language.—The same as for the corresponding standard of A.

Mathematics.— Ditto - - - ditto - - ditto.

5th Standard.

The same as the corresponding standard of A.

C.—Vernacular Schools.

1st Standard.

Reading.—First and Second Books.

Writing.—Writing syllables.

Arithmetic.—Addition and Multiplication Tables.

2nd Standard.

Reading.—Reading and explanation of Third Book.

Writing.—Writing simple words.

Arithmetic.—The Four Simple Rules.

3rd Standard.

Reading.—Reading and explanation of easy classics.

Writing.—Writing to dictation from a Senior Class Book.

Arithmetic.—Vulgar Fractions and Simple Proportion.

4th Standard.

Reading.—Reading and explanation of easy classics; parsing of sentences from the same.

Writing to dictation from a Senior Class Book.

Arithmetic.—Decimal Fractions and Proportion.

5th Standard.

Reading.—Reading and explanation of easy classics; parsing of sentences from the same.

Writing to dictation from a Senior Class Book.

Arithmetic.—Complete with Mensuration.

SCHEDULE B.

Grants to Pupils passed under the several Standards.

For A and B.			Rs.	For C.			Rs.
To each pupil passed in	I	Standard	3	To each pupil passed in	I	Standard	2
	II	„	6		II	„	4
	III	„	9		III	„	6
	IV	„	12		IV.	„	8
	V	„	15		V	„	10

From *J. Armstrong*, Esq., Deputy Inspector of Schools, *Tinnevelly*, to the Director of Public Instruction (No. 59, dated 2nd February 1867).

IN accordance with the instructions contained in your Memorandum, No. 2452 of 23rd November last, I have the honour to submit herewith revised Schedules A and B for grants on payment by results.

SCHEDULE A.

STANDARDS OF EXAMINATION.

1st Standard.

Reading (slowly) First Book of Lessons, 1st Part, and writing on the sand words of one syllable.

2nd Standard.

1st Head.—Notation and Addition.

2nd Head.—*Writing* to dictation words of four letters on the cadjan leaves.

3rd Head.—*Reading* (fairly) whole of First Book of Lessons.

3rd Standard.

1st Head.—*Arithmetic.*—Four simple rules.

2nd Head.—*Writing* large hand on the slate (with 60 per cent. of the words right) any words selected from book read in class.

3rd Head.—*Reading* and explanation of Second Book of Lessons.

4th Standard.

1st Head.—*Arithmetic.*—Four compound rules.

2nd Head.—(*a*) Reading and explanation of Third Book of Lessons; (*b*) writing a fair small hand (with 74 per cent. of the words right) from book read in class; (*c*) Tamil Grammar, Pope's 1st Tamil Grammar up to verbs.

3rd Head.—English reading (fairly), translation and re-translation, Combaconum 1st English Reading Book.

5th Standard.

1st Head.—*Arithmetic.*—Simple Proportion.

2nd Head.—*Vernacular.*—(*a*) Tamil Minor Poets with explanation; (*b*) writing to dictation (with 75 per cent. of the words right); (*c*) Tamil Grammar, —Pope's 2nd Catechism of Grammar, the whole.

3rd Head.—*English.*—Second Book of Lessons; reading fairly; writing (fairly) to dictation (with 55 per cent. of the words right); translation from English into Vernacular, or *vice versâ*; easy parsing (without quoting rules).

6th Standard.

1st Head.—(*a*) Arithmetic, Vulgar and Decimal Fractions; (*b*) Geometry, first book of Euclid; (*c*) Algebra, to Division.

2nd Head.—First two chapters in Pope's Anthology.

3rd Head.—*English.*—(*a*) Selections in English Poetry, Part I (first half); Third Book of Lessons; reading; writing to dictation (with 75 per cent. of the words right); translation as before.

MATRICULATION.

Schedule B.

Grants to Pupils passed under the several Standards.

	1st Head.	2nd Head.	3rd Head.	Total.
	Rs. a. p.	*Rs. a. p.*	*Rs. a. p.*	*Rs. a. p.*
I. Standard - - - - -	- -	- -	- -	1 8 -
II. „ - - - - -	1 8 -	- 12 -	- 12 -	3 - -
III. „ - - - - -	2 8 -	1 4 -	1 4 -	5 - -
IV. „ - - - - -	3 - -	3 - -	5 - -	11 - -
V. „ - - - - -	4 - -	4 - -	10 - -	18 - -
VI. „ - - - - -	20 - -	10 - -	20 - -	50 - -
Matriculation - - - - -	- -	- -	- -	100 - -

No scholar should be admitted to examination unless he has been reading in the school examined for at least six months preceding the examination.

(signed) *J. Armstrong,*
Deputy Inspector of Schools, Tinnevelly.

From *P. Vijiarunga Moodelliar*, Esq., Deputy Inspector of Schools, Madura, to the Director of Public Instruction (No. 43, dated 8th February 1867).

I have the honour to submit herewith Schedules A. and B., revised according to the instructions given in your Memorandum, No. 2452, of the 23rd November last.

2. As I do not know the reasons under which separate standards and grants have been laid down for the European, Eurasian, and Native schools, I have refrained from making that distinction in my schedules, and offered but one set of standards and one set of grants for all the schools.

3. In re-casting these schedules, I have also borne in mind your instructions contained in paragraph 3 of the Memorandum, that the lower standards may also apply to indigenous schools.

4. I think that six months should be fixed as the minimum time for which a boy should have attended a particular school to allow of a grant being issued on his account.

5. I do not think that separate capitation grants should be given.

6. I think that boys may be allowed to pass any standard twice, and that only half grant should be sanctioned on the second occasion.

7. One important point in my schedules requires to be noticed, and that is, fixing different standards for each subject, instead of grouping portions of different subjects under each standard. This arrangement, I think, will supersede any necessity that may exist for laying down different standards for the English (or as they are termed European and Eurasian), the Anglo-vernacular and the vernacular schools, as is done in Bombay. Standards and grants may be laid down for Telugu, Canarese, Malayalum, Sanscrit, Latin, Greek, or any other language, or, indeed, for any other subject. From the fact of separate grants being laid down for the different heads under each standard in the Bombay schedules, it is to be presumed that boys need not pass in all the heads grouped together under any particular standard, and may draw grants under one or more as they choose. Perhaps boys presenting themselves for examination in any one standard, are not to be tested in any of the heads placed under another standard. The easiest, and in my opinion, the most equitable arrangement will be, to allow boys to be examined in any subject they choose, and get the grants prescribed for the different standards into which that subject may be divided. It would be a different thing if the issue of any certificates of general proficiency, as in the case of the matriculation and other university tests, is to be based upon these examinations.

8. In conclusion, I beg to submit to you, as my opinion, that "payment by results" is the most equitable system of grants that can be devised, and that, in order to give it a fair trial, the issue of grants under any other system must be absolutely stopped for a certain period, as has been done at Bombay. If both the systems are put in force, the teachers would avail themselves of that which is more advantageous to them under their peculiar circumstances. All uncertificated teachers would ask for "payment by results;" and those who hold certificates would find it easy, and indeed safe, to stand by such tests, for it is only in very extraordinary cases that grants to such teachers are stopped. These are sure of their grants for at least a year; for grants under the certificate system are issued in advance, and for what the teachers are expected to do. Under the present system, there is nothing to prevent the teacher of a "higher class" school drawing his grant for one whole year for doing little or nothing; and all that can be done, if the result of the inspector's examination at the end of the year prove to be a complete failure, is to stop his grant for a future year. I need not point out that "payment by results" is payment for what has actually been done.

9. Even should you not be prepared to recommend to Government the adoption of the system of "payment by results" in supersession of all others, I beg to be allowed to suggest that arrangements be made for making the certificate system of giving grants to private schools more equitable in its application than it is at present. I think that grants-in-aid of the salaries of teachers ought not only to have reference to the certificates which they hold, but also bear proper proportions to the work which they have to perform. I shall illustrate what I mean by an example: the head master of the mission school at Ramnad does more work and teaches more advanced pupils than the principal of the S. I. C. V. E. Society's Training Institution at Dindigul, and yet the former gets a grant, I believe, of 30 rupees, while the latter draws a grant of 142½ rupees per mensem. If it can be said that, as principal of a training institution, Mr. Yorke's work is more onerous than that of Mr. Allen, I would point out that the head master of the Government normal school at Trichinopoly, drawing a salary of 120 rupees per mensem, has been training every year a considerably greater number of young men, and for higher grades of certificates, than Mr. Yorke is able to do, drawing a salary of 285 rupees, and assisted by two other teachers, getting between them another large sum of 90 rupees every month. The fault is not in Mr. Yorke, but in the society which makes use of such expensive agents, and in the system which sanctions such large grants to obtain such small results. I would ask if, under these circumstances, Mr. Yorke would choose to be paid by "results," and what amount of grant he would get if forced to do so? I submit that this want of proportion between the grant paid to a teacher, and the work performed by him, will be reduced to a minimum under no other system than that of their "payment by results."

SCHEDULE A.

Standards of Examination.

English - -	I. Reading words of two letters.—(1 rupee).
	II. Reading and explaining the Combaconum First English Reading Book. Translation and re-translation of the above. Spelling 50 per cent. of the words selected from the above.—(2 rupees).
	III. Reading and explaining Part I. of the Madras School Book Society's Second Book of Reading. Translation and re-translation from the above. Writing to dictation any words selected from the above, with 60 per cent. of the words right.—(*Rs.* 3, 8).

English - -	IV. Reading and explaining the whole of the Madras School Book Society's Second Book of Reading. Translation and re-translation from the above. Writing to dictation any words selected from the above, with 70 per cent. of the words right, handwriting being fair. The Elements of English Grammar, Orthography and Etymology.—(5 rupees).
	V. Reading and explaining the first half of the "Productions of Southern India." Translation and re-translation from the above. Writing to dictation any words selected from the above, with 75 per cent. of the words right. The Elements of English Grammar, the whole. Selections in English Poetry, No. 1, first 50 pages.—(10 rupees).
Tamil - -	I. Reading the First Book of Lessons, Part I.—(1 rupee).
	II. Reading the whole of First Book of Lessons with meanings. Writing to dictation any words selected from the above, with 50 per cent. of the words right.—(2 rupees).
	III. Reading and explaining the Second Book of Lessons. Writing to dictation any words selected from the above, with 60 per cent. of the words right. Minor poets; Attisudi ( ) and Kondraivendan ( ).—(*Rs.* 3. 8).
	IV. Reading and explaining the first half of the Third Book of Lessons. Writing to dictation any words selected from the above, with 70 per cent. of the words right, handwriting being fair. Minor Poets, Vettivokai ( ) and Mudurai ( ). Pope's 1st Grammar, the whole.—(5 rupees).
	V. Reading and explaining the second half of the Third Book of Lessons. Writing to dictation any words selected from the whole book, with 75 per cent. of the words right, handwriting being fair. Minor Poets, Nalvali ( ) and Nannere ( ). Pope's 2nd Grammar, the whole except Prosody.—(7 rupees).
Arithmetic -	I. Notation.—(1 rupee).
	II. The four Simple Rules.—(2 rupees).
	III. The Compound Rules including Reduction.—(*Rs.* 3. 8).
	IV. The Vulgar Fractions.—(5 rupees).
	V. The Decimal Fractions.—(7 rupees).
Geometry -	I. The First Book of Euclid up to 20 Propositions.—(2 rupees).
	II. The First Book of Euclid, the whole.—(5 rupees).
	III. The Second Book of Euclid.—(7 rupees).
Algebra - -	I. Addition, Subtraction, Multiplication, and Division.—(2 rupees).
	II. Fractions, Greatest Common Measure, and Least Common Multiple.—(4 rupees.)
	III. Involution, Evolution, and Surds.—(7 rupees).
Geography -	I. India (from the Manual of Geography).—(1 rupee).
	II. Asia and Europe (- ditto -).—(2 rupees).
	III. The whole of the Manual of Geography.—(5 rupees).
History - -	I. Morris' History of India or England (to the Dissolution of the Mogul Empire, or to the end of the reign of King John).—(2 rupees).
	II. Ditto - ditto to the Fall of Seringapatam, or the end of the reign of Henry VII.—(4 rupees).
	III. Morris' History of India or England to the end of the second Mahratta War, or of the Revolution.—(7 rupees).

SCHEDULE B.

Grants to Pupils passed under the several Standards.

SUBJECT.	Standard.					
	I.	II.	III.	IV.	V.	Matriculation.
	Rs.	*Rs.*	*Rs.*	*Rs.*	*Rs.*	
English	1	2	3½	5	10	—
Tamil	1	2	3½	5	7	—
Arithmetic	1	2	3½	5	7	—
			I.	II.	III.	
Geography	—	—	1	2	5	—
History	—	—	2	4	7	—
Geometry	—	—	2	5	7	—
Algebra	—	—	2	4	7	—
TOTAL	3	6	17½	30	50	100

(signed) *P. Vejiarunga Moodelliar,*
Deputy Inspector of Schools.

From *V. Kristnama Charry*, Esq., Deputy Inspector of Schools, Madras, to the Director of Public Instruction (No. 11, dated 9th February 1867).

AGREEABLY to your Memorandum, No. 2452, of the 23rd November last, I have the honour to submit herewith modified Schedules A. and B. for grants on the system of payment by results.

2. I believe it is not the intention of Government to discourage the certificate system, or to relax to a considerable degree the plan of examinations on which grants are awarded at present. I am convinced that what has been done already in this part of India to aid private schools is sound, and that no mistake would do more harm to the cause of education than to give the full advantages now dependent on the possession of teachers' certificates to masters who have not obtained them. Such a change would no doubt extend in a manner the operations of the grant-in-aid system, but it would operate as a premium on dispensing with certificated or qualified teachers; and to purchase, as it were, such a rapidity of extention by a loss of efficiency would be suicidal. Our schoolmasters are still very far from having attained a high standard, and anything like a discouragement of the certificate system, which necessarily tends to lower the standard of attainments, and thus allow the masters to deteriorate, would be truly a serious loss.

3. In so far as the choice lies between the system of grants towards the salaries of certificated teachers, and the system of payment for results, the managers of aided schools, as well as the authorities, are right in preferring the former generally, and I believe that the latter system, if retained at all to suit the present state of popular education, should be adopted only to help forward elementary schools and the indigenous schools of the country; and the system should be so applied as to stimulate unpassed teachers to qualify themselves for the certificates of the department.

4. Proceeding on these principles, I am disposed to think that the Scedules A. and B. now in force require no considerable modifications, or need not provide for so many complex standards and heads of examination as those introduced in Bombay, where the system of payment by results seems to be much more extensively adopted than in our own Presidency.

5. In the modified Schedule A. annexed, it will be observed that, while I have retained the same number of standards as at present, viz., three, I have lowered the standards of examination somewhat. The standard in arithmetic, even after the alterations which have been recently sanctioned, is still too high, especially for the village vernacular schools, considering the crude system of arithmetic to which the people in the Tamil country are accustomed; and what is still demanded for the highest standard, viz., "Arithmetic complete,"

plete," is not feasible, being really as much as, and even more than, that required of the matriculation and teachers' certificate examinations; and so in reading and writing from dictation, also, of the two lower standards, a reduction is suggested, as the proficiency required by the present standards will be rarely forthcoming in the village schools and other schools of the same grade. The fact that the present standards have been found utterly inoperative as well in the case of the village schools up in the country, as in the case of the elementary schools in the Presidency town, is a clear proof of their unsuitability to the circumstances to be met.

6. In the elementary schools in Madras, and sometimes in the Mofussil also, we find that boys, after passing the first standard, commenced a little English as a second language. To meet the case of such schools (and these are not few), it is desirable to introduce a double test in language in the two higher standards, and leave it optional with school managers to present such boys for examination in one or both the languages, an additional grant being claimable on account of the pupils that pass in the second language.

7. It is not expected, I believe, that I should recommend standards of examination for other than native schools. I would, however, observe with regard to European and Eurasian schools, that I do not see why a considerable difference should be made in the application of the result system to schools of this class, both as regards the standards of examination and the amounts to be paid. I would venture to suggest that one and the same set of schedules be laid down for all, the inspector substituting in their examinations, under the lower standards, English books corresponding in difficulty to those generally used in vernacular schools.

8. Next, as regards the grants of the present Schedule B.;—these seem to be somewhat too small to remunerate the teachers fairly; and, unless they are raised, even the ordinary village schoolmasters would not think it worth their while to improve their schools in order to avail themselves of the aid which the payment by the result system offers. I have, therefore, recommended in the revised schedule higher rates of grants, taking care, however, that the sums which can be drawn by a school under this system are less than what may be attained by the same school with certificated teachers to do its work.

9. As to the minimum time for which a pupil should have attended a school to justify the issue of a grant on his account, I am of opinion that no pupil should be examined for payment unless he has been in the school for at least six months preceding the examination. Considering the migratory character of the pupils in town schools, I am certain few schools would be paid for the results of their own work if a shorter period than six months were fixed. To judge fairly of the results secured by the actual work of each aided school it would even be desirable to lengthen this period in the course of time, if not at present.

10. The proposal to grant an extra allowance to schools, called the "capitation grant," depending solely on the average attendance of pupils during the year, in addition to the grants determined by the results of instruction, would seem to meet a want seriously felt in schools. It would, by being made the source of a judicious system of rewards, place a new engine in the hands of managers and masters for securing that prime requisite of a good school, viz., regularity and punctuality of attendance, not to mention the other general purposes to which such a grant may be applied. All this, no doubt, sounds plausible at first; but, on a more careful consideration, the capitation system seems quite inapplicable to this country under its present circumstances, being open to serious objections, two of which I may particularise here:—

(1.) There is the risk of error, confusion, and fraud. The attendance registers kept by the masters are the only guide for determining the grants; and where the moral sense of the managers or teachers is uncommonly strong, the award of such grants, determined by an examination of the attendance registers regularly kept by them, would be really fair and beneficial. But in a country where there is the greatest difficulty in checking in any way the manner in which the attendances are reckoned, and where the entries in the registers do not always tell a true tale, this species of grants-in-aid cannot possibly have a fair trial. There may not always be an intention of acting dishonestly on the part of school managers, but there may be want of accuracy and care on the part of the person whose business it is to keep the registers, and Government would be frequently paying the capitation grant for a shadow instead of reality, and be offering, in the case of village schools, a temptation to unfair practices.

(2.) There is next the difficulty of securing a just and an equitable distribution of this species of grant. In large and wealthy towns and populous villages, even idle, but wordy and pretentious, masters can easily attract and retain a large number of pupils in their schools, while in small and thinly inhabited villages no amount of effort on the part of the teachers, however diligently and zealously they may work, will secure to them an equally large or regular attendance of pupils, because they have to deal with a scanty and a poor population. To offer, therefore, a capitation grant at the same rate to both classes of schools would be simply petting the teachers in

in towns, and insulting those in the rural parts of the country. It would be really offering less relief to the latter, working under special and local difficulties, and who, therefore, most need Government help, than to the former, who, from their local advantages, would not quite deserve it, or perhaps would be slow to seek it.

11. I need not go further into this question of capitation grants, but would only add that I have carefully thought it over and over, and have come to the conclusion, that it is neither safe nor expedient to provide for such grants in this Presidency for the present.

12. Having submitted, as above, my opinions on the several points to which particular attention is called in your Memorandum under reply, I may as well bring to your notice the practical difficulty that will first present itself, when we begin to apply the payment-for-results system to the village schools in Coimbatore, North Arcot, and other districts. According to the Grant-in-aid Rules, the Government propose to deal with the proprietors or competent managers, and not directly with the teachers of a school, and require somebody to guarantee the existence of the school at least for a year, and to exercise a careful superintendence over its working, as well as to submit accurate returns. The village schools are the property of the schoolmasters themselves, which they start, keep, abandon, and renew, whenever they choose to do so. If these men formed an integral part of the village community dependent on the villagers for a certain means of livelihood, as was probably the case in olden times, before the era of conquest and social revolutions, the requisite managing agency might be easily found in the headmen, to whom everybody in the village looked up, and on them might be thrown the responsibility of maintaining the school for a certain period, and fulfilling the other conditions of the Grant-in-aid Rules. But the state of the village community has been re-modelled or disorganised, and the old village system has been completely broken down, so that there are no hereditary headmen, nor are there hereditary schoolmasters in the villages. Consequently, in the case of the village schools with which Government have at present any connection, the work of superintending them and furnishing the periodical returns has to be performed by the inspecting agency of the Educational Department.

13. Then, again, the award of grants to the schools of this class should not be at such a long interval as 12 months, as it will slacken the interest first excited in the school; and the mere promise of giving the grant at the end of a year, after a rigid examination would take away, instead of giving, the stimulus which the village masters need so much in working up their schools to the required standard. But this difficulty could be got over by paying the annual grant, not in a lump but in two or three instalments. This, however, is not so difficult a question to solve, as the absence of a responsible agency in the rural parts of the country to guarantee the *permanence* of the schools and punctual submission of grant-in-aid bills and periodical returns.

SCHEDULE A.

STANDARDS OF EXAMINATION.

1*st* (*Lowest*) *Standard.*

1st Head.—*Reading* clearly easy school book (such as First Book of Lessons), and giving meanings of words and phrases.

2nd Head.—*Writing* legibly easy words and short simple sentences dictated from the portions of the text book already read, in large hand (with 45 per cent. of the words right).

3rd Head.—*Arithmetic.*—Decimal system of notation, Addition (with English figures), and Multiplication Table.

2*nd* (*Middle*) *Standard.*

1st Head.—(*a.*) *Vernacular.*—Reading clearly easy narrative (such as the Second Book of Lessons), including meanings of words and sentences; easy Poetry (like Athichudi); Parts of Speech and declension of Nouns.

(*b.*) *English.*—Reading easy school book clearly (such as the First Book of Lessons), including translation of words and simple sentences.

2nd Head.—(*a.*) *Vernacular.*—Writing legibly to dictation, with 60 per cent. of the words right.

(*b.*) *English.*—Writing in large hand to dictation easy words and phrases from the reading book (with 45 per cent. of the words right).

3rd Head.—*Arithmetic.*—The Four Simples Rules (excluding problems).

3rd (Highest) Standard.

1st Head.—(*a.*) *Vernacular.*—Reading fluently from advanced books (like the Third Book or Panchathanthram), explanation and parsing. Easy poetry, including paraphrase and parsing.

(*b.*) *English.*—Reading clearly and fairly, from slightly more advanced school books, including meanings of words and sentences, reciprocal translation, and pointing out parts of speech.

2nd Head.—(*a.*) *Vernacular.*—Writing neatly from dictation (with 70 per cent. of the words right).

(*b.*) *English.*—Writing legibly to dictation from the reading book (with 60 per cent. of the words right).

3rd Head.—*Arithmetic.*—The Four Simple and Compound Rules, Reduction, and Tables inclusive.

SCHEDULE B.

Grants to Pupils passed under the several Standards and Heads.

		1st Head, Reading.	2nd Head, Writing.	3rd Head, Arithmetic.	TOTAL.
		Rs.	*Rs.*	*Rs.*	*Rs.*
1st Standard		1½	1	2	4½
2nd „	(*a*) Vernacular	3	2	4	9
	(*b*) English	4	2		10
3rd „	(*a*) Vernacular	6	3	6	15
	(*b*) English	7	3		16

NOTE.—It is to be left optional with school managers or masters to pass their pupils under (*a*) or (*b*) or both heads in reading and writing in the two higher standards.

(signed) *V. Kristnamah Charry,*
Deputy Inspector of Schools.

From *C. Eliayatambi Pillai,* Esq., Deputy Inspector of Schools, Salem District, to the Director of Public Instruction (No. 204, dated 18th February 1867).

WITH reference to your Proceedings, 23rd November 1866, No. 2452, I have the honour to bring the following for your consideration.

2. My experience in the inspecting agency extends for a few months only, and that too over Government schools, there being no grant-in-aid school in the Salem district; consequently, my opinion regarding the modifications in Schedules A. and B. of the Grant-in-aid Rules now in force, would be such as could be drawn from my short experience as Deputy Inspector of Government Native Schools. The standards, as my opinion goes, may be fixed upon thus:—

SCHEDULE A.

STANDARD OF EXAMINATION, NATIVE SCHOOLS.

1st or Lowest Standard (Vernacular).

Reading.—As from the First Book of Lessons taught in Government schools, Part I. thoroughly, and Part II. moderately.

Spelling.—Easy words, similar to those occurring in the above book.

Writing.—Clear handwriting (though not neat) to dictation from the above book.

Arithmetic.—Numeration, Addition, Subtraction, and the Multiplication Tables.

2nd or Middle Standard (Anglo-Vernacular).

English.

Reading.—As from the First Book of Lessons published by the School Book Society.

Spelling of some such words occurring in the above book.

Writing.—The alphabet (both small and large).

Vernacular.

Reading.—Clear and intelligible as from the Second Book of Lessons.

Writing.—Legible hand to dictation from the above book, without five gross mistakes.

Grammar.—Elementary knowledge of Orthography, and ability to distinguish the Parts of Speech.

Arithmetic.—The Four Simple and Compound Rules, with Proportion.

3rd or Highest Standard (Anglo-Vernacular).

English.

Reading.—Clear and intelligible as from the Third Reader, or from any easy poetical work.

Grammar.—Elementary knowledge.

Writing.—Legible and clear hand to dictation from the above book, without five gross mistakes.

Translation of easy sentences from English into Tamil, and *vice versâ*.

Vernacular.

Reading.—Clear and intelligible as from the Third Book of Lessons.

Writing.—Clear and neat hand to dictation from the above book, without three gross mistakes.

Grammar.—Elementary knowledge.

Arithmetic.—The whole of Colenso's Arithmetic, with the exception of Stocks.

Geometry.—Euclid, first book.

As to the grants to each pupil passed under the several standards, it seems, in my humble opinion, that, as the schoolmaster's task is one of the most difficult works, and especially as he has to take more pains in the minor schools, ample compensation should be made for his trouble. At present some of the masters are on a receipt of 5, 6, and 7 rupees, which is, perhaps, the pay of a peon or a butler, under a gentleman. Consequently it would not be an easy task to obtain masters of this sort.

Upon this consideration, it would seem advantageous to raise the grants a little higher.

SCHEDULE B.

Grants to Pupils passed under the several Standards (Native Schools).

	Standard.	Rupees.
To each pupil passed under	1st	4
	2nd	10
	3rd	16

The minimum time for which a boy should have attended a particular school to get a grant on his account may be three months.

From *B. Krishna Rao*, Esq., Deputy Inspector of Schools, North Arcot, to the Director of Public Instruction (No. 226, dated 11th February 1867).

WITH reference to your Proceedings, dated 23rd November 1866, No. 2452, I have the honour to submit for your consideration the accompanying Schedules A. and B., and to inform you that my observations relate to native schools, my experience in the department being confined only to vernacular and Anglo-vernacular schools.

2. From

2. From the experience I have had of Vernacular schools of the lower order in my range, I find that the present standards of examination prescribed for Vernacular schools in the Schedule A. of the Grant-in-Aid Rules now in force are very high. The children that are sent up to such schools are generally the sons of poor and ignorant ryots, who can hardly appreciate the importance of high education, and consequently, the assistance that schoolmasters expect from such people is very trifling. The fee in these schools varies from 1 to 2 annas for each pupil, and the fee collections amount, at an average, to nearly 2 rupees a month in a school of about 20 boys, which could hardly suffice for the maintenance of a single individual now-a-days; and the Government aid also is equally insignificant. Under these circumstances, it is hopeless to procure the services of teachers who will not only be efficient to train up students to such high standards, but who will also be satisfied with a small pittance of about 2 rupees a month.

3. The vast difference that exists in the income of a schoolmaster of greater qualifications and that of a low revenue official of less qualifications is a deathblow to the profession of a teacher.

4. Besides, the absence of all attractions to the position of a schoolmaster is another great discouragement, and we can even say that his position is far worse than that of a butler or an ayah in a gentleman's house. A simplification, therefore, of the standards, as proposed in the Schedule A., and the increase of grants, as specified in the Schedule B., will, as far as I can judge, secure the rapid spread of elementary education among villagers, and also the ready services of teachers.

SCHEDULE A.

STANDARDS OF EXAMINATION.

B.—NATIVE SCHOOLS.

1st (Lowest) Standard.

Vernacular.

1. *Reading* sentences of three or four words.
2. *Writing* small sentences to dictation.
3. *Arithmetic* to Simple Subtraction.

2nd (Middle) Standard.

Vernacular.

1. *Reading* easy school books clear and intelligent.
2. *Writing* legible hand without gross mistakes.
3. *Arithmetic*, inclusive of Rule of Three.

3rd (Highest) Standard.

Anglo-Vernacular.

1. *English.*—Reading Second Book of Lessons.
2. *Writing* English to dictation, such as the Second Book of Lessons.
3. *Translation* from English into Vernacular, and *vice versâ*.
4. *Arithmetic* to Vulgar Fractions.

SCHEDULE B.

Grants to Pupils passed under the several Standards.

B.—Native Schools.

	Standard.	Rupees.
To each Pupil passed under - - -	1st -	- 5
	2nd -	- 10
	3rd -	- 15

(signed) *B. Krishna Rao.*

ABSTRACT RETURN of Institutions receiving Aid on the 31st March 1867.

DESCRIPTION OF INSTITUTIONS.	Number of Institutions.	Number on the Rolls.	Average Grant per School.	Average Expenditure from all sources per School.	REMARKS.
			Rs. a. p.	*Rs. a. p.*	
Schools of the Higher Class -	15	3,657	2,593 2 5	8,647 9 9	The Doveton College is included among the higher class schools. The Palghaut School is omitted, as the Commissioners drew no grants till after the close of the official year. The Gospel Society's School at Trichinopoly is also omitted, as no grants are entered for it in the inspector's financial returns; an inquiry will be instituted on the point.
Ditto Middle ,, -	154	10,913	351 - 3	1,660 2 7	
Ditto Lower ,, -	706	20,228	31 5 -	115 10 6	
Normal School -	4	462	1,567 13 4	6,372 4 -	

Office of the Director of Public Instruction, Madras, 7th October 1867.

(signed) *E. B. Powell,*
Director of Public Instruction.

From *E. C. Bayley* Esq., Secretary to the Government of India, Home Department, to the Chief Secretary to the Government of Fort St. George (No. 12, dated 9th January 1868).

I AM directed to acknowledge receipt of Mr. Arbuthnot's letter, No. 336, dated 25th October last, submitting the Report called for on the 15th June 1866, on the practical working of the Educational Grant-in-Aid Rules in the Madras Presidency, and requesting, with reference to the remarks made by the Secretary of State in his Despatch of the 9th March 1866, that with certain amendments which have been provisionally sanctioned by the Madras Government, those rules may be allowed to "remain in force for a few years longer, or at all events until a more lengthened experience shall have furnished adequate data for forming a satisfactory judgment as to their practical working."

2. In reply, I am directed to state that, as the Madras Government and the best authorities whose institutions are affected by the rules, and who have been consulted on the subject, are satisfied with the system of grants-in-aid now in force in the Madras Presidency as being sound, and well suited to the circumstances of that part of India; and as the rules are working satisfactorily, and gradual but very decided progress is being made every year, the request contained in the concluding paragraph of your letter will be recommended to the favourable consideration of the Secretary of State.

3. The Governor General in Council is of opinion that the specific objections urged by the Secretary of State to the operation of the Madras rules, have been fairly and fully replied to; but with regard to that part of the system which relates to payment by results, there is one point which the Government of India would wish to be again considered by the Madras Government. His Excellency the Governor in Council, adopting the words of the Rev. Dr. Caldwell, states, in respect of the system of payment by results, that the Government should content itself with getting "its money's worth of results for the money it grants," and has therefore disallowed a rule by which Mr. Powell, the Director of Public Instruction, would propose to limit the total grant to any school to a moiety of the aggregate expenditure on the salaries of teachers in boys' schools, and of teachers and servants in girls' schools. It is stated by Mr. Powell, as his reason for proposing this rule, that otherwise Government might practically be paying the entire cost of the school, and the grant would not be a grant-"*in-aid*" at all.

4. Mr. Powell's proposed rule went perhaps beyond what is necessary, but the evil he apprehends is not, the Government of India believes, wholly improbable, and it would defeat the main object of the grant-in-aid system. The Governor General in Council admits that it would be a hardship if one school, by careful teaching and sound economy, should get at a smaller private cost as good or better educational results than another with a higher private expenditure, and yet should not receive the same encouragement from Government; still, it must be borne in mind that the grant-in-aid system should not in any form *supersede* private expenditure, or, as education improves, a far higher burden will be forced upon the Government than it has undertaken, or can properly afford to bear.

While, therefore, the rigid rule proposed by Mr. Powell was properly negatived, it still seems to the Governor General in Council expedient to require in every aided school a certificate of expenditure, so that if it be found that Government does, by the means of payment by results, generally bear more than its fair share of the cost of education in aided schools, it may have data from which to discover that this is the case, and to be able to reduce the rate of payment.

5. As

5. As regards the effect of the present system upon vernacular education (referred to in paragraph 6), the Governor General in Council will be glad to receive the explanatory information which the Director of Public Instruction may submit after communication with the inspectors and managers of schools; but the Madras Government is reminded that in no part of India has any great extension of elementary education been effected under the grant-in-aid system, and that such extension should rather be looked for from the operation of the educational cess which it is hoped will ere long be in force throughout the whole of the Presidency.

This was anticipated by the Secretary of State. — *See* paragraphs 37. 49–53, of the Educational Despatch of 1859, No. 4.

Reported to the Right Honourable the Secretary of State for India.

XIV.—*continued.*

Working of the Grant-in-Aid Rules in Bombay.

From *C. Gonne*, Esq., Secretary to the Government of Bombay, to the Secretary to the Government of India, Home Department (No. 58, dated 9 September 1867).

Referring to your letter, with enclosures, No. 1647, dated the 21st December 1866, I have the honour, by direction of his Excellency the Governor in Council, to forward to you copy of a report* received from the Director of Public Instruction, affording the information required by the Government of India, relative to the first year's working of the Grant-in-Aid Rules now in force in the Bombay Presidency.

* No. 1103, dated 24th July 1867.

2. I am at the same time desired to annex copy of a resolution passed by this Government, under date the 3rd instant, on Sir A. Grant's Report.

From Sir *A. Grant*, Bart., Director of Public Instruction, Bombay, to the Secretary to the Government of Bombay (No. 1103, dated 24th July 1867).

In reference to the Government Resolution, No. 389, dated July 1867, and previous correspondence, I have the honour to report on the first year's working of the Grant-in-Aid Rules now in force in the Bombay Presidency.

2. The provisional revised rules for grants-in-aid on the system of payment-for-results, of which copy is annexed for reference, were issued under date the 21st February 1866. The first article in these rules required (for budget purposes) that school managers, desirous of receiving grants, should apply for registration six months before the close of the official year. Owing, however, to the late period of the official year at which the rules were first issued, indulgence in this respect was allowed, and applications for grants under the system were received up to the end of April 1866.

Appendix A.

3. As many as 34 schools, which (with the exception of five) had never before received any description of aid from the State, now applied, and were registered in this office for examination during the year 1866-67. A return of these applications was published with my annual report for the year 1865–66, and a copy of the return is herewith annexed for reference.

4. Preliminary to the examinations, which naturally take place at the end of the rainy season, I issued a circular to school managers, under date 29th September 1866 (No. 1375), containing full explanations of the standards and conditions of payment contained in Schedules A. and B. of the Provisional Revised Rules, and under these explanations the examinations were conducted. Copy of the circular is annexed for reference.

Appendix C.

5. The following table shows the amounts actually obtained on the system of payment-for-results, by the several schools examined. Column 3 of the table shows the amounts which would respectively have been obtained had the estimated number of pupils to be presented for examination fully passed in every subject:—

No.	Names of School.	Amount of Grant actually obtained.			Amount which might have been obtained had the entire estimated number of pupils passed in every subject.		
		Rs.	*a.*	*p.*	*Rs.*	*a.*	*p.*
1	Poona Seminary	485	–	–	1,600	–	–
2	Pensioners' School, Poona	350	–	–	1,915	–	–
3	Bishop's School, Poona	590	–	–	1,195	–	–
4	Scottish Orphanage, Mahim	830	–	–	1,000	–	–
5	Anglo-Vernacular School at Hyderabad, Sind	710	–	–	727	–	–
6	English Mission School at Surat	1,143	–	–	2,070	–	–
7*	General Assembly's Institution	1,449	–	–	2,346	–	–
8*	Ditto - ditto Vernacular School	55	8	–	102	8	–
9†	Indo-British Institution	1,214	–	–	1,240	–	–
10	St. Mary's Institution	3,270	–	–	4,465	–	–
11	St. Stanislaus' School	479	–	–	1,730	–	–
12	St. Xavier's Boys' School	1,120	–	–	2,925	–	–
13	St. Joseph's Girls' School	459	–	–	815	–	–
14	Poona Convent School	2,180	–	–	3,110	–	–
15	Free Church Mission's Anglo-Vernacular School, Poona	2,528	–	–	5,463	–	–
16	Ditto - ditto Vernacular (Hindustani) School	53	8	–	278	8	–
17	Free Church Mission's Vernacular (Marathi) School	46	–	–	125	8	–
18*	Free Church General Assembly's Institution	2,315	–	–	6,510	–	–
19	Egutpoora School	115	–	–	140	–	–
20	Robert Money's Anglo-Vernacular School	1,530	–	–	3,513	–	–
21	Ditto - ditto Vernacular School	49	8	–	82	8	–
22	Church Missionary Society's Anglo-Vernacular School, Saharanpore	72	–	–	82	–	–
23	Ditto - ditto Vernacular School, ditto	164	–	–	220	8	–
24	Ditto - ditto Vernacular School, Maligaum	111	–	–	87	8	–
25	Ditto - ditto Anglo-Vernacular School, Kurrachee	654	–	–	1,485	–	–
26	Ditto - ditto Vernacular School, Makmalabad	25	8	–	75	–	–
27*	Ditto - ditto Vernacular School, Pydownee, Bombay	60	–	–	80	–	–
28*	Ditto - ditto Vernacular School, Khetwady, Bombay	48	–	–	57	8	–
29*	Ditto - ditto Vernacular School, Lower Mahim	32	–	–	48	8	–
30*	Ditto - ditto Vernacular School, Matoonga, Bombay	32	8	–	52	8	–
31*	Ditto - ditto Vernacular School, Malabar Hill, Bombay	22	8	–	42	8	–
32	Pensioner's School, Belgaum	685	–	–	—		
33	St. Patrick's School, Kurrachee	550	–	–	—		
34	Indo-British Institution, Kurrachee	880	–	–	—		
	Rs.	24,308	–	–	43,584	–	–

N.B.—The amounts for the schools marked thus* in the above list were drawn in the current year 1867-68.

† Out of the grant set down to the Indo-British Institution, 419 rupees is on account of a grant for 1865–66 drawn in 1866–67.

6. From the above table it will be seen that a total of *Rs.* 23,889. 8. was actually obtained against the amount of 43,584 rupees, stated in the third column as possibly obtainable according to the estimates of the school managers. These estimates, however, must not be interpreted as exactly expressing what the managers *expected* to obtain, because managers probably thought it the safest plan to state their estimates as highly as possible, lest they might lose anything by setting down too low a sum. Only one school in the list (No. 24) appears to have actually obtained more than its estimate. Nos. 4, 5, 19, and 22 obtained close upon their estimate. Nos. 7, 9, 10, 13, 14, 21, 23, 25, 27, 28, 29, and 30 obtained three-fourths; Nos. 3, 8, and 31 about half; No. 2 obtained one-sixth, and the rest more than one-fourth of the sum they had set down.

7. The system being new and tentative, managers, perhaps, hardly knew what results to expect from it; but I must say, that not a single complaint against the actual results has reached me. Private school managers appear to have received the system in a spirit of cordiality, and to have determined to increase their grants in future years by improvement of their schools.

8. Seventeen

8. Seventeen fresh schools have applied for grants under the system, and have been registered for examination during the present year. A list of these applications is annexed for information. Some others applied, but their applications were too late for immediate registration.

9. The Educational Inspectors have reported favourably on the working of the system. Major Waddington, in his Annual Report, paragraph 17, writes:—

"The revised rules published in February 1866 have had a fair trial during the year, and I have personally examined all but two of the schools applying for aid under them. The system is, I am convinced, an admirable one, and while it meets with the cordial approval of school managers, it ensures, as far as any system can, a due economy of the public funds; but at the same time, I see plainly that the amount of labour devolving on inspecting officers, even with the present number of grant-in-aid schools, is enormous, and that any considerable extension of the system will involve a considerable increase to the inspecting staff. When it is considered that every boy has to be examined separately in nine or ten different subjects, for each of which a separate marking is required, some idea can be formed (even by those not accustomed to examinations) of the immense labour and continued attention required. I have only been able personally to examine all these grant-in-aid schools at the sacrifice of any proper inspection of 2nd grade Anglo-Vernacular and primary schools, and I venture to recommend the advisability, possibly even the necessity, of appointing a special officer to this work. In carrying out my inspections under the rules, I have found several discrepancies in the standards, which will require modification, and which will, I hope, form subjects of discussion at our annual meeting of inspecting officers. I am also of opinion that the subjects of examination are too limited, and that they should certainly embrace history and geography in addition to the present subjects."

Mr. Curtis, Educational Inspector, Northern Division, writes as follows:—

"There are so few schools, missionary or private, in this division, which *can* avail themselves of these rules, that the system can hardly be said to be working here. The only school which applied for and received a grant-in-aid was the English school in connection with the Irish Presbyterian Mission in Surat, which obtained a grant of 1,142 rupees."

Mr. Moore, Educational Inspector in Sind, says:—

"This system has made a fair start in the province. The Mission schools at Hyderabad and Kurrachee have been examined under the standards during the year. The St. Patrick's (Roman Catholic) School has since been examined, and the Marathi School has been registered for examination. I consider that the introduction of this system is calculated to exercise a very beneficial effect. The system of marking is minute and tedious to the examiners, but it has its advantages. It enables a comparison to be drawn between schools of the same class, and it thus inspires the masters and pupils with emulation. It moreover greatly assists the inspectorial staff, for after a school has once been examined and marked, it enables the inspector to judge at the next examination what progress a school has made during the year; and to private scholastic institutions it affords liberal pecuniary assistance, for want of which the efforts of many such schools are retarded."

10. My own general report of the system would be, that it has exceeded my most sanguine expectations. The remarks on the subject which I have introduced in my Annual Report for the past year are as follows:—

"From a departmental point of view, the system is of course most satisfactory, for it stimulates the managers of private schools to fresh exertion in the improvement of their pupils; it tends to the constant raising and keeping up of the schools; it prevents the attention of teachers being concentrated on the best pupils to the neglect of others; it relieves the inspecting officers of all responsibility in stating his 'impressions;' it gives a reason for every increase or diminution of Governmental aid; it is as liberal and yet an economical system, for not a rupee is paid except for actual progress in a pupil, and though an efficient school may obtain under the system a third of its expenses from Government, a school must be exceptionally efficient to obtain a higher rate of aid than this. But as far as we have gone, the system appears to be not only popular with this department, but also almost equally so with the managers of private schools. There is no doubt that it will obtain considerable extension, and be productive of great good in the future. I shall cordially welcome every fresh advance which the system makes, being confident that, as long as it is properly administered, it is a just system, and that it will tend to produce an amount of secular instruction which Government could not otherwise have produced except at far greater cost. The grants hitherto awarded 'for results' have been made to schools previously existing, and have been almost confined to the large towns of Bombay and Poona; but I already see traces of the action of the system in calling schools into existence. When the missionary societies, railway companies, and analogous bodies have done their part in school extension under this system, the question will arise, how far the Native communities will take it up. And with regard to this, it must be remembered that the grant-in-aid system implies effective school management by private bodies, which implies local enlightenment; and therefore I would say that it would be hardly fair to the people who bear the burden of a local cess, and are eager for instruction, if Government were entirely to wait upon the development of a grant-in-aid system, especially in a country like this. I think that this system should for the present be looked on as subsidiary to the operations of Government, and should not be made to set aside the principle suggested above (para. 29 of Annual Report), that an Anglo-Vernacular school should be provided for the people in every talooka, and a high school in every zillah, at the cost of the State. There are two other considerations which I would venture to submit in connection with our recent inauguration of the grant-in-aid system:—1st, that there are some things which we can never look to this system to supply for India, namely, the introduction of higher learning and science; 2nd, that the development of the system will call imperatively for the maintenance of a high class of educational inspectors, and therefore for placing the superior appointments of the educational service on a better footing than they hold at present."

11. Modifications in detail of the standards of examination will of course be suggested by practice; but, speaking broadly, I should say that we have happily hit on a just proportion of payments to the attainments of scholars. It will be observed that Major Waddington desiderates in his report the addition of history and geography to the subjects of examination. These subjects were at first omitted, from an impression that they were to some extent indefinite, and therefore unfitted to be included among standards of qualification for payments. But on experience it has appeared that there would be no serious objection to the inclusion of these subjects, and Government have accordingly sanctioned a slight modification of Schedules A. and B. for this year's use. Copy of their Notification, dated 5th June 1867, is annexed. Appendix E.

12. It was represented to the Government by the Diocesan Board of Education, Bombay, that the revised rules, though generally liberal in their conditions, were not adapted to meet the case of schools when first being founded, as such schools could not be expected during their first year to have attained sufficient organisation to enable them to obtain a fair share of aid on the principle of payment-for-results. Government, taking this consideration into view, have conceded that any school which can be shown to have been much wanted, and to have been established under difficulties, may, if favourably reported on, receive, for the first year only, the half of its current expenses from the State, on the understanding that after the first year it will be dealt with according to the ordinary rules.

Appendix A.

Educational Department.

The Honourable the Governor in Council is pleased to publish for general information the following Provisional Revised Rules for Grants-in-Aid in the Bombay Presidency:—

Provisional Revised Rules for Grants-in-Aid in the Bombay Presidency on the System of Payment by Results.

Aid will henceforward be experimentally given to schools under recognised management, in accordance with the following rules, which supersede those published in the "Government Gazette" of the 8th July 1858 and the 26th November 1863, and which will remain in force for two years from the present date, being then subject to revision, as experience may show to be needed.

1. The managers of schools who may be desirous of receiving aid from the State must, on their first application, be registered in the office of the Director of Public Instruction, at least six months before the commencement of the official year then next following.

2. The application for registration must be accompanied by one or other of the forms appended (*see* Schedule C.), which must afford full information on the points enumerated.

3. All registered schools will be inspected once during the official year by the Government inspecting officer, who will give notice to the managers beforehand of the probable time of examination.

4. Provided, that if the inspecting officer on his visit shall consider the arrangements of any school to be palpably defective as regards accommodation, registry of attendance, or otherwise, he may decline to examine, forwarding, however, a full report of his reasons for so declining to the Director of Public Instruction and the school managers.

5. The inspecting officer will examine all the pupils submitted to him, according to the standard for which they may be respectively presented (*see* Schedule A.), and will furnish the managers with a certificate of the number of pupils passed by him under each standard, and of the number entitled to capitation.

6. The number of pupils presented for examination must in no case exceed the average number who have been in attendance during the previous 12 months, and no pupil will be examined who has not attended the school for at least the one month immediately preceding the examination.

7. It is to be understood that no pupil, except in European and Eurasian schools, shall be allowed to pass twice under the same standard, or to be examined for a certificate more than once during the official year.

8. No pupil will be examined, or have his attendance counted in calculating the average attendance, who is below six or above 22 years of age.

9. After each examination, the managers should forward to the educational inspector an abstract for the amount to which they may be entitled under Standards I. to V. of Schedule B., accompanied by the certificate mentioned in Rule 5.

10. Grants for matriculation will only be awarded to a school in the case of boys who have attended that school for two full years preceding. Applications on this account should be forwarded to the Director of Public Instruction by the managers immediately after the Matriculation Examination, accompanied in each case by a copy of the University Registrar's certificate, and an authenticated statement of the boy's attendance at the school.

11. Schools which at present receive aid from the State cannot, unless they elect to renounce such aid, present pupils for examination under these rules. But this proviso is not in any way meant to affect the allowances made by the State to soldiers' orphans.

12. Aid may also be granted under the above rules to such private schools as are considered by the Educational Department to be under proper management.

13. All schools receiving aid from the State under the above rules will be required to furnish all returns called for by the Government of India.

14. It is to be clearly understood that grants cannot be claimed under the above rules irrespective of the circumstances of the case and the limits of the sum at the disposal of Government. Should a grant be in any case refused, the reasons for refusal will be communicated to the applicants, and will also be published in the Administration Report of the Educational Department.

(signed) *A. Grant,*
Director of Public Instruction, Bombay.

SCHEDULE A.

STANDARDS OF EXAMINATION.

For European and Eurasian Schools.

I. Standard.

1st Head.—Multiplication Tables and Simple Addition.

2nd Head.—Reading easy child's book and writing words of one syllable.

II. Standard.

1st Head.—Arithmetic, First Four Rules.

2nd Head.—Reading easy narrative.

3rd Head.—Writing large hand.

III. Standard.

1st Head.—Arithmetic to Rule of Three inclusive.

2nd Head.—Writing fair small hand.

3rd Head.—
(*a*) Repetition of 100 lines of easy poetry.
(*b*) Reading as of a newspaper.

4th Head.—Writing to dictation from the same.

IV. Standard.

1st Head.—Mathematics—
(*a*) Arithmetic to Vulgar and Decimal Fractions.
(*b*) Euclid to the 10th Proposition, 1st Book.
(*c*) Algebra up to Multiplication and Subtraction.

2nd Head.—English—
(*a*) Reading and explanation of easy English classics.
(*b*) Recitation of classical poetry (300 lines).
(*c*) Dictation, including handwriting.
(*d*) Grammar, Rules of Syntax.

3rd Head.—Second language, *i. e.*, either Latin, Sanscrit, or any vernacular language.
Written translation into English of easy sentences.

V. Standard.

1st Head.—Mathematics—
(*a*) Arithmetic complete with Mensuration.
(*b*) Euclid, 1st Book with Simple Deductions.
(*c*) Algebra to Simple Equations.

V. Standard—*continued.*

2nd Head.—English—
(*a*) Paraphrase of English poetry.
(*b*) Grammar and analysis of sentences.
(*c*) Composition on a given subject.

3rd Head.—Second language, *i. e.*, either Latin Sanscrit, or any vernacular language.
Written translation into English from any ordinary school book, and *vice versâ*.

VI. Standard.

Matriculation in the University of Bombay.

N.B.—Under each of the 3rd, 4th, and 5th standards, pupils may be allowed to pass twice, but not more than twice.

For Anglo-Vernacular Schools.

I. Standard.

1st Head.—Arithmetic, Four Simple Rules.

2nd Head.—English—
(*a*) Reading of 1st and 2nd Books with explanation.
(*b*) Spelling easy words.
(*c*) Writing large hand.

3rd Head.—Vernacular—
(*a*) Reading 3rd Book with explanation.
(*b*) Writing easy words.

II. Standard.

1st Head.—Arithmetic—
Reduction and Four Compound Rules.

2nd Head.—English.—
(*a*) Reading and explaining 3rd Book.
(*b*) Writing half-text.
(*c*) Grammar. Parts of Speech.
(*d*) Written translation into English of easy sentences.

3rd Head.—Vernacular—
(*a*) Reading 4th Book with explanation.
(*b*) Writing.
(*c*) Grammar, Declensions, and Conjugations.

III. Standard.

1st Head.—Arithmetic—
To Simple Proportion and Interest inclusive.

2nd Head.—English—
(*a*) Reading 4th Book with *vivâ voce* explanation, in English or vernacular.
(*b*) Parsing easy sentences.
(*c*) Writing fair small hand.

3rd Head.—Vernacular—
(*a*) Reading senior school books with explanation.
(*b*) Writing easy sentences to dictation.
(*c*) Easy parsing.
(*d*) Written translation into English from any ordinary school book.

IV. Standard.

1st Head.—Mathematics—
(*a*) Arithmetic up to Compound Proportion, and Vulgar and Decimal Fractions.
(*b*) Euclid. To the end of the 10th Proposition, 1st Book.
(*c*) Algebra. Multiplication and Subtraction.

2nd Head.—English—
(*a*) Reading senior school books with explanation.
(*b*) Dictation, including hand-writing.
(*c*) Grammar; common rules of Syntax.

3rd Head.—Vernacular—
(*a*) Translation from English into Vernacular, or *vice versâ*, of any senior school book.
(*b*) Writing to dictation from the same.
(*c*) Grammar of sentences.

V. Standard.

1st Head.—Mathematics—
(*a*) Arithmetic complete.
(*b*) Euclid, 1st Book, with Simple Deductions.
(*c*) Algebra to Simple Equations.

2nd Head.—English.
(*a*) Reading and explanation of the simpler English classics.
(*b*) Paraphrase.
(*c*) Grammar and analysis of sentences.

3rd Head.—Vernacular.
(*a*) Translation from English into Vernacular, or *vice versâ*.
(*b*) Paraphrase of Vernacular poetry taken from ordinary school books.
(*c*) Vernacular Grammar and Idioms.

VI. Standard.

Matriculation.

N.B.—The examination under the IV. and V. Standards will be conducted in English.

For Vernacular Schools.

I. Standard.

1st Head.—Arithmetic, Addition and Multiplication Tables.

2nd Head.—Writing syllables.

3rd Head.—Reading 1st and 2nd Books.

II. Standard.

1st Head.—Arithmetic. Four simple rules.

2nd Head.
(*a*) Writing simple words.
(*b*) Reading and explanation of 3rd Book.

III. Standard.

1st Head.—Arithmetic up to Rule of Three.

2nd Head.—Writing to dictation from a senior school book.

3rd Head.—Reading and explanation of 4th Book.

IV.—Standard.

1st Head.—Arithmetic complete.

2nd Head.—Vernacular. Writing from dictation.

3rd Head.
(*a*) Reading current Vernacular literature, including newspapers.
(*b*) Paraphrasing Vernacular poetry taken from ordinary school books.

4th Head.
(*a*) Vernacular Grammar.

N.B.—Portuguese schools will be entitled to the same grants as Vernacular and Anglo-vernacular schools. As regards these, the words "Portuguese" and "Anglo-Portuguese" may be read throughout the Rules and Schedules for Vernacular and Anglo-vernacular.

(signed) *A. Grant*,
Director of Public Instruction,
Bombay.

Schedule B.

Grants to Pupils passed under the several Standards.

For European and Eurasian Schools.

	1st Head.	2nd Head.	3rd Head.	4th Head.	Total.
	Rs.	*Rs.*	*Rs.*	*Rs.*	*Rs.*
I. Standard	5	5	-	-	10
II. „	5	5	5	-	15
III. „	10	5	5	5	25
IV. „	20	15	15	-	50
V. „	30	30	30	-	90
VI. „	-	-	-	-	150

In addition to the above, in the case of girls, 5 rupees under the 2nd standard, and 10 rupees under the 3rd standard, may be awarded for good plain needlework.

For Anglo-Vernacular Schools.

	1st Head.	2nd Head.	3rd Head.	Total.
	Rs.	*Rs.*	*Rs.*	*Rs.*
I. Standard - - - - - -	2	2	2	6
II. „ - - - - - -	3	3	3	9
III. „ - - - - - -	4	4	4	12
IV. „ - - - - - -	7	7	7	21
V. „ - - - - - -	10	10	10	30
VI. „ - - - - - -	- - -	- - -	- - -	100

With capitation allowance of 2 rupees on the average attendance of pupils during the year.

For Vernacular Schools.

	1st Head.	2nd Head.	3rd Head.	4th Head.	Total.
	Rs.	*Rs.*	*Rs.*	*Rs.*	*Rs.*
I. Standard - -	1	- - -	- - -	- - -	1
II. „ - -	1	1	- - -	- - -	2
III. „ - -	1	1	1	- -	3
IV. „ - -	1	1	1	1	4

With capitation allowance of 8 annas on the average attendance of pupils during the year.

N.B.—No capitation allowance will be granted to private schools admitted to aid under Rule 12. Nor will any school be entitled to capitation allowance, as an Anglo-vernacular school, which does not educate pupils up to the 3rd Anglo-vernacular standard.

(signed) *A. Grant,*
Director of Public Instruction, Bombay.

Schedule C.

Form I.—*For Schools under recognised Management.*

1. Locality.	2. Description of School.	3. Persons responsible for its Management.	4. Average Annual Expenditure on Secular Education.	5. Probable Number of Pupils that will be presented for Examination under each Standard at the Inspection or Matriculation Examination during the Year for which a Grant is requested.	6. Remarks.

FORM II.—*For Private Schools.*

1. Locality.	2. Description of School.	3. Date of Establishment.	4. Names, Ages, and Places of Education of the Master and Assistant Masters.	5. Total Amount of Fees Annually received for Instruction.	6. Probable Number of Pupils that will be presented for Examination under each Standard at the Inspection or Matriculation Examination during the Year for which a Grant is requested.	7. Names, Places of Abode, &c., of Parties to whom Reference may be made.	8. REMARKS.

(signed) *A. Grant*,
Director of Public Instruction, Bombay.

APPENDIX (C.)

MEMORANDUM by Sir *A. Grant*, Bart., Director of Public Instruction, Bombay (No. 1375, dated 29th September 1866).

IN order to give the greatest possible explicitness to the Provisional Revised Rules for Grants-in-aid at present in force, the following notes on Schedules A. and B. are published for the information and guidance of school managers and of inspecting officers.

A.—NOTES on Standards of Examination in Schedule A. of the Grant-in-Aid Revised Rules.

EUROPEAN SCHOOLS.

1st Standard.

1st Head.—Simple Addition to be done on slates.

2nd Head.—Writing words of one syllable. This is to be merely a test of penmanship, as shown in the formation of letters. Copybooks previously done to be submitted. In case of doubt, but not otherwise, the inspector will make the child write in his presence, either in a copybook or on a slate.

Easy Child's Book to be a book of one syllable, brought by the inspector. Only reading, and not explanation, to be required.

2nd Standard.

1st Head.—First four simple rules are meant.

2nd Head.—Reading easy narrative, *i. e.*, a story book (such as Edgeworth's Easy Lessons), to be brought by the inspector. A general understanding of the narrative to be implied.

3rd Head.—Copybooks to be submitted; in case of doubt, writing in presence of the inspector to be called for.

3rd Standard.

1st Head.—This is meant to include Four Compound Rules, Reduction, and Simple Rule of Three, involving whole numbers.

2nd Head.—Copybooks to be submitted.

3rd Head.—(*a*) No remark required.
(*b*) Narrative or news portion of a newspaper (to be brought by the inspector) is here implied, with general understanding of the meaning.

4th Head.—Writing to dictation 10 lines.

4th Standard.

1st Head.—(*a*) Implies the same amount of Arithmetic as in Standard III., with the addition of Greatest Common Measure, Least Common Multiple, Practice, Proportion complete, and Vulgar and Decimal Fractions.
(*b*) No remark.
(*c*) Implies Addition, Subtraction, and Multiplication, both of Integers and Fractions in Algebra.

2nd

2nd Head.—(*a*) Under this sub-division will be accepted any of the following or analogous works, at the discretion of school managers: Goldsmith's, Johnson's, or Macaulay's prose or poetry; Defoe's Works, Pope's Homer, Southey's Life of Nelson, Cowper's Poetry. Any portion of the book selected to be read at the choice of the inspector. Fairly accurate understanding of the passage read to be required.

(*b*) Classical Poetry, *i. e.*, as mentioned in the last sub-division.

(*c*) Dictation. Ten lines of some easy English classic as above specified. The writing to be clear and current.

(*d*) Practical knowledge of the rules of Syntax to be required, as shown by parsing any portion of the lines of poetry brought up for recitation.

3rd Head. — Translation to be made of six sentences not before seen by the candidate. In the case of Latin and Sanskrit the sentences to be such as those in an ordinary Delectus. In the case of a vernacular language, the sentences to be such as in 4th Departmental Marathi Book, or 5th Gujarathi Book, of the Government departmental series, or as in the easy portions of the Bagh-o-Bahar.

5th Standard.

1st Head.—(*a*) Implies the same amount as in Standard IV., with the addition of Interest, Discount, Stocks, Profit and Loss, Insurance, &c., Square and Cube Root, and Arithmetical Mensuration of Areas and Solids.

(*b*) No remark.

(*c*) Implies the same amount of Algebra as Standard IV., with Division, Greatest Common Measure, Least Common Multiple, Involution and Evolution, Square Root, and Simple Equation of all kinds.

2nd Head.—(*a*) Ten lines to be selected for paraphrase out of a portion of not less than 1,000 lines brought up by the candidate.

(*b*) No remark.

(*c*) Implies short essays, or letter-writing on simple subjects. Good sense and taste in the matter of the composition, as well as correctness in expression and writing to be taken into consideration.

3rd Head. — Two passages to be translated, of about 15 lines each, one passage to be of prose, and one of poetry. In Sanskrit, books like the Hitopodesh and the Shanskar Ratnaval will be accepted, at the discretion of school managers. In Latin, books like Eutropius Cornelius Nepos, and the easier books of Ovid. In Vernacular languages, books like the 6th Marathi and 7th Gujarathi Book of the departmental series.

The piece for translation from English to consist of 15 lines of the simplest style of narrative.

Anglo-Vernacular Schools.

1st Standard.

1st Head.—No remark.

2nd Head.—No remark.

3rd Head.—(*a*) No remark.

(*b*) Authenticated copybooks to be submitted; in case of doubt, writing in the presence of the inspector to be called for.

4th Head.—(*a*) In reading Gujarathi, the 4th book should be understood.

(*b*) Implies copybook writing, in Marathi, of Balbodh and Moni; in Gujarathi, of Balbodh and Gujarathi.

2nd Standard.

1st Head.—No remark.

2nd Head.—(*a*) Implies Book III., Part I., of departmental series, or any analogous book.

(*b*) Implies copybooks.

(*c*) Implies distinguishing parts of speech in the piece read.

(*d*) Implies six sentences (of about six words each) in which no difference of idiom is involved.

3rd Head.—(*a*) Implies 5th Gujarathi Book.

(*b*) Good Balbodh and Modi, or Gujarathi writing (on sheets of paper or slates) to be submitted.

(*c*) To be tested in connection with the reading, involves knowledge of parts of speech, as well as declension and conjugation.

3rd Standard.

1st Head. — Implies the same amount of arithmetic as in Standard II., with the addition of Simple Proportion and Simple Interest.

2nd Head.—(*a*) Implies Book II., Part II., of departmental series, 4th Book of Irish series, or any analogous book.

(*b*) Implies parsing, with reference to accidence only, of easy sentences selected from the book read.

(*c*) Ruled copybooks to be submitted.

3rd Head.—(*a*) Implies 5th and 6th Marathi, or 6th and 7th Gujarathi Books, of departmental series, or any analogous books.
(*b*) Implies writing 10 lines. Sentences to be such as those in the 3rd or 4th Marathi (4th or 5th Gujarathi) Books.
(*c*) To be tested in connection with the reading.
(*d*) Implies a translation of about 15 lines from any prose part of the 3rd or 4th Marathi (4th or 5th Gujarathi) Books.

4th Standard.

1st Head.—(*a*) Implies the same amount of arithmetic as in Standard III., with the addition of Compound Proportion, Greatest Common Measure, Least Common Multiple, Practice, and Vulgar and Decimal Fractions.
(*b*) No remark.
(*c*) Implies Addition, Subtraction and Multiplication, both of Integers and Fractions, in Algebra.

2nd Head.—(*a*) Implies Book III., Part II., of departmental series, or analogous books.
(*b*) Implies writing 10 lines, to be selected from the same book in good current hand.
(*c*) To be tested in conjunction with reading.

3rd Head.—(*a*) Implies a translation of 15 lines form the two highest school-books, in some vernacular or English series; the translation to be from or into English at the option of the inspector.
(*b*) Implies writing a passage of 10 lines from 5th and 6th Marathi, or 6th or 7th Gujarathi Books.

5th Standard.

1st Head.—(*a*) Implies the same amount of arithmetic as in Standard IV., with the addition of Compound Interest, Profit and Loss, Stocks, Insurance, &c., Square and Cube Root, Mensuration of Areas and Solids.
(*b*) No remark.
(*c*) Implies the same amount of Algebra as in Standard V., for European schools.

2nd Head.—(*a*) Implies the same as Standard IV., 2nd head, for European schools.
(*b*) As in Standard V., 2nd head (*a*) for European schools.
(*c*) No remark.

3rd Head.—(*a*) Implies 15 lines from some such book as "Life of Socrates," or "Arabian Nights" (in Marathi), or "Life of Columbus" (Gujarathi), to be selected by the inspector, and some easy English prose classic, at the option of the inspector.
(*b*) Implies paraphrase of from 10 to 15 lines, according to the length of the metre.
(*c*) Implies correction of wrong sentences and thorough grammatical analysis.

Vernacular Schools.

1st Standard.

1st Head.—Native tables (complete) are implied.

2nd Head.—Writing to dictation on slates.

3rd Head.—No remark.

2nd Standard.

1st Head.—No remark.

2nd Head.—(*a*) (*b*) No remark.

3rd Standard.

1st Head.—Implies the same amount as in Standard II. (above), with the addition of four Compound Rules, Reduction and Simple Proportion.

2nd Head.—Implies 10 lines from 4th Book Marathi (or 5th Gujarathi series).

3rd Head.—Implies reading and explanation of the same.

4th Standard.

1st Head.—No remark.

2nd Head.—Implies 10 lines from the two highest books of vernacular series or any vernacular newspaper.

3rd Head.—(*a*) Implies explanation of the matter read.
(*b*) Implies paraphrase of poetical pieces in 4th Marathi or 5th Gujarathi Book, 5 or 6 lines to be paraphrased.

4th Head.—To be tested in connection with reading, knowledge of Dadoba's larger Grammar, or some analogous book implied.

B.—General Rules for Passing under Standards in Schedule A.

1st. No child to be examined under the heads of more than one standard.

2nd. To pass under any head, a child must obtain one-third of the aggregate marks given for that head, and one-fourth of the marks assigned to each sub-division of that head.

3rd. The following is the maximum of marks to each head and sub-division:—

European Schools.

1st Standard—	
1st Head	100
2nd Head	100
2nd Standard—	
1st Head	100
2nd Head	100
3rd Head	100
3rd Standard—	
1st Head	100
2nd Head	100
3rd Head—(*a*)	25
(*b*)	75
4th Head	100
4th Standard—	
1st Head—(*a*)	50
(*b*)	25
(*c*)	25
2nd Head—(*a*)	35
(*b*)	15
(*c*)	25
(*d*)	25
3rd Head	100
5th Standard—	
1st Head—(*a*)	40
(*b*)	30
(*c*)	30
2nd Head—(*a*)	35
(*b*)	35
(*c*)	30
3rd Head	100

Anglo-Vernacular Schools.

1st Standard—	
1st Head	100
2nd Head—(*a*)	50
(*b*)	25
(*c*)	25
3rd Head—(*a*)	60
(*b*)	40
2nd Standard—	
1st Head	100
2nd Head—(*a*)	40
(*b*)	15
(*c*)	15
(*d*)	30
3rd Head—(*a*)	50
(*b*)	20
(*c*)	30
3rd Standard—	
1st Head	100
2nd Head—(*a*)	50
(*b*)	30
(*c*)	20
3rd Head—(*a*)	40
(*b*)	15
3rd Standard—*continued.*	
3rd Head—(*c*)	15
(*d*)	30
4th Standard—	
1st Head—(*a*)	50
(*b*)	25
(*c*)	25
2nd Head—(*a*)	40
(*b*)	30
(*c*)	30
3rd Head—(*a*)	50
(*b*)	25
(*c*)	25
5th Standard—	
1st Head—(*a*)	40
(*b*)	30
(*c*)	30
2nd Head—(*a*)	35
(*b*)	35
(*c*)	30
3rd Head—(*a*)	30
(*b*)	40
(*c*)	30

Vernacular Schools.

1st Standard—	
1st Head	100
2nd Head	100
3rd Head	100
2nd Standard—	
1st Head	100
2nd Head—(*a*)	25
(*b*)	75
3rd Standard—	
1st Head	100
2nd Head	100
3rd Head	100
4th Standard—	
1st Head	100
2nd Head	100
3rd Head—(*a*)	50
(*b*)	50
4th Head	100

Note on Schedule B.—By the term "average attendance" is to be understood the average daily attendance of pupils. It is recommended that forms of a registry, such as those used in the central division, be adopted. Copies of these forms may be obtained on application to the Educational Inspector, Central Division.

(signed) *A. Grant,*
Director of Public Instruction, Bombay.

Appendix (E.)

Educational Department.

The following Notification is published in continuation and correction of that issued in the "Government Gazette" of the 23rd May 1867 :—

Provisional Revised Rules for Grants-in-Aid in the Bombay Presidency.

The following additions to, and modifications of, Schedules A. and B. of the Provisional Revised Rules for Grants-in-Aid, published in the "Government Gazette" of the 1st March 1866, have been approved by the Right Honourable the Governor in Council, and will henceforth be acted on; all other parts of the rules in question remaining for the present unaltered.

Schedule A.

Standards of Examination.

For European and Eurasian Schools.

In Standard III., add 5th Head—
(*a*) Outlines of History of India.
(*b*) Geography of Asia.

In Standard IV., add 4th Head—
(*a*) Outlines of History of England.
(*b*) Geography of Europe.

In Standard V., add 4th Head—
(*a*) Outlines of Universal History.
(*b*) General map-drawing.
(*c*) Physical Geography.

For Anglo-Vernacular Schools.

In Standard II., add 4th Head—
(*a*) Local history (*i. e.*, history of the province, &c.)
(*b*) Geography of India.

In Standard III., add 4th Head—
(*a*) Outlines of History of India.
(*b*) Geography of Asia.

In Standard IV., add 4th Head—
(*a*) Outlines of History of England.
(*b*) Geography of Europe.

In Standard V., add 4th Head—
(*a*) Outlines of Universal History.
(*b*) General map-drawing.
(*c*) Physical Geography.

For Vernacular Schools.

In Standard II., add 3rd Head—
Definitions of Geography, and Elementary Geography of the Presidency.

In Standard III., add 4th Head—
(*a*) Local history (*i. e.*, history of the province, &c.
(*b*) General Elementary Geography.

In Standard IV. to 3rd Head, add—
(*c*) Vernacular Grammar.

And for 4th Head, substitute—
(*a*) History of India.
(*b*) Map-drawing of India.

Schedule (B.)

Grants to Pupils Passed under the several Standards.

For European and Eurasian Schools.

	1st Head.	2nd Head.	3rd Head.	4th Head.	5th Head.	Total.
	Rs. a. p.	*Rs. a. p.*	*Rs. a. p.*	*Rs. a. p.*	*Rs. a. p.*	*Rs. a. p.*
Standard III.	5 – –	5 – –	5 – –	5 – –	5 – –	25 – –
Ditto IV.	15 – –	15 – –	10 – –	10 – –	– –	50 – –
Ditto V.	25 – –	25 – –	20 – –	20 – –	– –	90 – –

For Anglo-Vernacular Schools.

	1st Head.	2nd Head.	3rd Head.	4th Head.	Total.
	Rs. a. p.	*Rs. a. p.*	*Rs. a. p.*	*Rs. a. p.*	*Rs. a. p.*
Standard II. - -	2 8 –	2 8 –	2 – –	2 – –	9 – –
Ditto III. - -	3 – –	3 – –	3 – –	3 – –	12 – –
Ditto IV. - -	6 – –	5 – –	5 – –	5 – –	21 – –
Ditto V. - -	8 – –	8 – –	7 – –	7 – –	30 – –

For Vernacular Schools.

	1st Head.	2nd Head.	3rd Head.	4th Head.	Total.
	Rs. a. p.	*Rs. a. p.*	*Rs. a. p.*	*Rs. a. p.*	*Rs. a. p.*
Standard II. - -	1 – –	– 8 –	– 8 –	- -	2 – –
Ditto III. - -	– 12 –	– 12 –	– 12 –	– 12 –	3 – –

N.B.—The above prescribed additions to Standards IV. and V., for European and Eurasian schools, will be applicable to examinations for special allowances, prescribed in Government notification of 27th February 1867.

By order, &c.

(signed) *C. Gonne,*
Secretary to the Government of Bombay.

5 June 1867.

Resolution by the Honourable Board; dated 3rd September 1867.

This report shows that, in the first year of the operation of the revised Grant-in-aid Rules, 34 schools, 31 of which had not previously received assistance from the State, have obtained a grant. The full extent to which the Government was liable on the examination of these schools was 43,584 rupees. The actual grants amounted to 23,889 rupees, and it is satisfactory to know that not a single complaint against the results of the examinations has been received from the school managers.

Seventeen additional applications for grants have been received in the second year. It will be a matter for future report how far the system has operated to increase the scope of existing institutions, and to call new ones into existence. It will also be interesting if in future the director will divide the schools receiving grants into—

I. Mission schools.
II. Schools for the secular and religious education of Christians.
III. Schools for purely secular education.

The information may be given in a table framed nearly according to that in paragraph 5 of the present report.

A copy of this report should be sent to the Government of India, with reference to Mr. Secretary Bayley's letter, No. 1647, of the 21st of December last, and to the Secretary of State.

From *A. P. Howell,* Esq., Under Secretary to the Government of India, Home Department, to the Secretary to the Government of Bombay; No. 5071, dated 2nd October 1867.

I am directed to acknowledge the receipt of the report upon the first year's working of the Grant-in-aid Rules now in force in the Presidency of Bombay, with the resolution of the Government of Bombay thereon, submitted in your letter, No. 58, dated the 9th ultimo.

2. The results of the first year's operations are, I am to say, not unsatisfactory, but no confident judgment can be formed of the economy and efficiency of the system until Government has longer experience of its working. Sir Alexander Grant's opinion of the system is valuable, and the Governor General in Council accepts it as correct, so far as regards the prospects of the class of schools it is intended to benefit.

3. The Governor General in Council would wish to be informed whether by "private schools" (paragraph 10) is meant schools which are supported mainly by private subscriptions or endowments, and are under private as distinguished from Government management. If so, the grant to them of Government aid is quite regular. But it is presumed that the Government of Bombay would not consider as eligible for grants-in-aid schools which are sources of profit to individuals, and, in fact, merely private speculations which yield a profit to their proprietors over and above a reasonable salary, inasmuch as the principle of the grant-in-aid system is that Government expenditure is only incurred when the local income is inadequate to meet the absolutely necessary outlay.

From *C. Gonne*, Esq., Secretary to the Government of Bombay, to the Under Secretary to the Government of India, Home Department; No. 76, dated 8th November 1867.

I AM directed to acknowledge the receipt of your letter, No. 5071, dated the 2nd ultimo, communicating the views of the Government of India on the subject of the Grant-in-aid Rules now in force in the Presidency of Bombay, and also inquiring whether by "private schools" is meant schools which are supported mainly by private subscriptions or endowments, and are under private, as distinguished from Government, management.

2. With reference to this inquiry, I am to transmit, for submission to his Excellency the Governor General in Council, the accompanying copy of a letter, No. 2147, dated the 26th ultimo, from the Director of Public Instruction, and to express the concurrence of this Government in the views of Sir A. Grant.

From Sir *A. Grant*, Bart., Director of Public Instruction, Bombay, to the Secretary to the Government of Bombay; No. 2147, dated 26th October 1867.

Letter of Under Secretary to Government of India, No. 5071, dated 2nd October 1867.

I HAVE the honour to acknowledge the Resolution of Government, No. 622, dated 21st instant, forwarding the sentiments and instructions of the Government of India in regard to the first year's working of the Grant-in-aid Rules now in force in the Bombay Presidency.

2. In reply to paragraph 3 of the letter forwarded, I beg to state, for the information of the Governor General in Council, that the terms "private schools" in paragraph 10 of my report on the working of the Grant-in-aid Rules is meant simply to designate schools under private as distinguished from Government management.

Art. 12. Aid may also be granted under the above rules to such private schools as are considered by the Educational Department to be under proper management.

3. In Article 12 of the provisional Grant-in-aid Rules the term is used in a different sense to indicate schools managed by private individuals as distinguished from schools under recognised management, *i. e.*, under the management of missionary societies or similar bodies.

4. Schools kept and managed by individuals are treated under the rules differently from schools under "recognised management." A different form of application for aid is prescribed for them. (*See* Schedule C. of the Rules.) A closer scrutiny of their exact character and position is required before any application with regard to them can be entertained. This department is fully alive to the principle that schools which are merely private speculations for the profit of individuals, are not eligible for grants from Government.

The only instance in which a grant has as yet been made to a school kept and managed by a private individual has been that of the Poona seminary, kept by the late Rev. Mr. Cassidy, a hard-working Baptist clergyman, who was making a bare subsistence out of a school for European and Eurasian boys of the lower or middle classes. This school supplied a great want at Poona, and the loss of Mr. Cassidy, who is now deceased, will be much felt by the community. A grant to such a school under the system of payments for results has, *first*, the effect of raising by its stimulus the whole character of the instruction in the school; and *secondly*, it may enable the manager of the school to employ additional teachers, and thus to benefit the pupils who are supposed to belong to a class not able to afford large schooling fees.

6. Another kind of private school would be, in my opinion, advantageously brought under the grant-in-aid system; I mean the indigenous schools throughout the country. Payments for results to such schools would be the most efficacious way of inducing a wide-spread adoption of these standards of instruction which experience shows to be the best for the people of this country. The payments to indigenous schools under vernacular standards would be in themselves small. They could not amount to any considerable

sum

sum in the aggregate without having produced in the mean time a large diffusion of primary instruction and of habits of discipline and order.

7. Before, however, admitting any school kept by a private individual to the privilege of being examined for a grant, I should require—

1st. To be fully satisfied about the character, antecedents, and objects of the school manager.

2nd. That his pupils were not of a class fully able to remunerate his exertions by school fees.

3rd. That he could show trustworthy registers of the attendance of his pupils for some time past, so as to prevent his obtaining payments for scholars who had imbibed their knowledge elsewhere.

With these provisos I think that the system of payment for results may be with advantage extended to private schools.

Reported to the Right Honourable the Secretary of State for India.

XV.

Scholarships in Colleges in the Punjab.

From *T. H. Thornton*, Esq., Secretary to the Government of the Punjab, to the Secretary to the Government of India, Home Department; No. 255, dated 3rd May, 1865.

I am directed to submit for the favourable consideration of the Supreme Government, copy of a letter No. 151, dated 20th ultimo, from the Director of Public Instruction, applying for an increase to the scholarship allowance of the Lahore and Delhi Colleges; and to state that the Honourable the Lieutenant Governor supports this application.

2. The usual tabular statement is forwarded.

From the Director of Public Instruction, Punjab, to the Secretary to the Government of the Punjab; No. 151, dated 20th April 1865.

By orders of the Supreme Government in the Home Department, under date the 15th April 1864, sanctioning establishments for the Lahore and Delhi Colleges, 200 rupees per mensem in all, *i. e.*, 100 rupees for for each college, were passed on account of scholarships. This allowance enabled me to retain at college nearly all the students who matriculated in December 1863, but it will not, of course, suffice to pay for the scholarships of the fresh batch of students, who have since matriculated in December 1864, and are now also pursuing their college course.

2. I have, therefore, entered in the Imperial Educational Budget for 1865-66, 400 rupees in all, *i.e.*, 200 rupees for each college on account of scholarships; but as the amount is included among fixed charges, I understand from the Civil Paymaster that the express sanction of the Supreme Government to the increase of expenditure under this head will be needed before he can pass the additional sums.

3. I now beg that the Government of India may be solicited to sanction the proposed increase to college scholarships of 200 rupees per mensem for the year 1865-66, and that a similar increase may be allowed in each of the two years succeeding that, so that there may be a provision of 100 rupees per mensem in each college for each of the four classes, which must be eventually formed, if these institutions are to fulfil their object of preparing students for the B.A. degree. The number of classes will not exceed four (unless it be found possible hereafter to retain students for the further honour examinations required of candidates for the M.A. degree, on which it is needless to speculate at present), as only one class is formed each year out of the students who matriculate annually, and students who, at the end of these 2nd and 4th years in college, are unable to pass their First Arts and B.A. Examinations cannot be advanced higher, while those who pass the latter examination will have completed their ordinary college course, and will start on their future career in life. Thus, when the colleges are in full working order, with four classes in each, the whole cost of scholarships will be 800 rupees per mensem, or 400 rupees for each college.

4. The scholarships at present given, or promised in the colleges, range from 12 to 15 rupees for those students who matriculated in December 1864, and are now in the 1st year's college class, and from 16 to 24 rupees for those who matriculated in December 1863, and are now in the 2nd year's college class. There are 15 students of the latter, and 16 of the former class, attending the two colleges. I should mention that scholarship-holders have, like all other college students, to pay the prescribed monthly tuition-fee of 2 rupees each.

5. I annex the usual tabular statement of increase of expenditure for submission to the Supreme Government in case it is needed.

TABULAR STATEMENT of the Increase of Charges proposed for the Lahore and Delhi Colleges.

Office to which the Proposition belongs.	NATURE OF CHARGES.	Present Establishment.	Proposed Establishment.	ORDINARY. Permanent: Increase per Month.	ORDINARY. Permanent: Decrease per Month.	ORDINARY. Temporary: Increase per Month. Period.	ORDINARY. Temporary: Increase per Month.	ORDINARY. Temporary: Decrease per Month. Period.	ORDINARY. Temporary: Decrease per Month.	Casual or Extraordinary.	Grounds of Proposition.	Local Government's Recommendation.	ORDERS OF THE GOVERNMENT OF INDIA. Home Department. Remarks.	Financial Department. Remarks.	Financial Department. Orders.
		Rs. a. p.	Rs. a. p.	Rs. a. p.											
Lahore College.	1 Principal with house rent.	760 – –	760 – –												
	1 Professor ditto -	600 – –	600 – –												
	1 Arabic Professor	150 – –	150 – –												
	1 Librarian - -	50 – –	50 – –												
	2 Chupprassies at 5 rupees each.	10 – –	10 – –												
	Scholarships -	100 – –	200 – –	100 – –											
	TOTAL - Rs.	1,670 – –	1,770 – –	100 – –											
Delhi College.	1 Principal with house rent.	660 – –	600 – –												
	1 Professor ditto -	500 – –	500 – –												
	1 Arabic ditto -	150 – –	150 – –												
	1 Librarian - -	50 – –	50 – –												
	2 Chupprassies at 5 rupees each.	10 – –	10 – –												
	Scholarships -	100 – –	200 – –	100 – –											
	TOTAL - Rs.	1,470 – –	1,570 – –	100 – –											

Lahore, 20 April 1865.

(signed) *A. R. Fuller,*
Director of Public Instruction, Punjab.

From *A. M. Monteath*, Esq., Under Secretary to the Government of India, Home Department, to the Secretary to the Government of the Punjab; No. 854, dated 31st May 1865.

I AM directed to acknowledge the receipt of your letter, No. 255, dated the 3rd instant, submitting an application for additional allowance for scholarships in the Lahore and Delhi Colleges, and in reply to communicate the following observations.

2. The information furnished is not so full and explicit as could be wished in regard to the number and amounts of the scholarships proposed to be given, or as to the circumstances under which so large an outlay is deemed necessary. These are points, however, which obviously require the fullest explanation, for the proposition, as it stands, to expend 400 rupees per mensem in scholarships among students numbering at present altogether only 31, seems to involve so wide a departure from the rules and limits which ordinarily govern the distribution of such rewards, that a doubt occurs whether the real scope of Captain Fuller's proposal may be correctly apprehended.

3. The proposed sum of 400 rupees per mensem would apparently suffice to give to *every one* of the students now in the two colleges a monthly stipend of about 13 rupees, being one rupee more than the average value of the Bengal junior scholarships for exactly the same class of students (first and second years), and open to be competed for at the University Entrance Examination by the numerous candidates from all schools, Government and private, in the Lower Provinces of Bengal. And this is not an extreme way of representing the case, for, even assuming the intended number of scholarships to be as per margin, the proposition must be viewed as contemplating the distribution among 31 students of no less than 24 prizes, the minimum value (12 rupees) being equal to the average value of the corresponding scholarships in Bengal, and the highest value (24 rupees) being one-third greater than the maximum rate (18 rupees) in Bengal.

200÷14 (*i.e.*), the mean value of the proposed 1st year's scholarships -	=14
200÷20 (*i.e.*), the mean value of the proposed 2nd year's scholarships -	=10
TOTAL - - -	24

4. The object of scholarships should be to encourage and reward special merit, and the Governor General in Council can hardly think that it can be intended by the

Punjab

Punjab Government to recommend so wide a departure from that object as would be involved in a proposal to give rewards of this nature to all, or nearly all, the students.

5. Even admitting the possible propriety of extending a more than ordinarily liberal encouragement of this sort during the infancy of college education in the Punjab, the Governor General in Council would suppose that scholarships for about *one-third* of the total number of students ought to be *amply sufficient*. This would give about 10 scholarships, which, at an average of 12 rupees each (the average amount of the Bengal junior scholarships), would make a total charge of 120 rupees per mensem for the students of both colleges, being less by 280 rupees than the amount proposed, and falling short by 80 rupees of the amount (200 rupees) already sanctioned.

6. Adverting to the remark made by the Director of Public Instruction, to the effect that "scholarship-holders have, like all other college students, to pay the prescribed monthly tuition fee of 2 rupees each," it may be pointed out that the same rule prevails in Bengal,* where the fees vary from 2 to 4 and 5 rupees in the mofussil colleges, while in the Presidency College the fee is 10 rupees.

* Subject to the limit that the amount of fee paid by a scholarship-holder shall not exceed 5 rupees per mensem.

From *T. H. Thornton*, Esq., Secretary to the Government of the Punjab, to the Secretary to the Government of India, Home Department; No. 397, dated 9th September 1865.

WITH reference to your office letter, No. 854, dated 31st May last, regarding grant for scholarships in the Punjab, I am directed to forward copy of a letter from the Director of Public Instruction, No. 259, dated 24th July last.

2. The Lieutenant Governor had first objected to the introduction into this explanatory letter of a new element by the inclusion of students of the Mission College in the scheme now submitted. But as the Director has in reply referred to paragraph 5 of your letter, No. 2054, dated 30th June last, as evincing a desire on the part of the Supreme Government, that "a broad scheme be brought forward for the grant of college scholarships open to matriculated students attending any educational institution whatever in the province so long as it it is affiliated to the Calcutta University;" and as the Lieutenant Governor himself entirely concurs in the expediency of applying to all classes of colleges such privileges in this matter as may be conceded to one, his Honor has withdrawn his objection on this score.

3. There will, doubtless, be differences of opinion as to the expediency of introducing in the present state of our population a high order of education based upon European models. But we have deliberately adopted this principle here as elsewhere, and his Honor has himself no doubt that, by special encouragement of our most advanced scholars at the present time, the Punjab will, ere long, as wealth, enterprise, and an appreciation of the value of knowledge advance, take its place with provinces hitherto more favoured in these respects in the march of educational progress. While it is certain that much of the heavy outlay which has already been incurred on colleges will be in a great measure sacrificed, if the additional stimulus now solicited be withheld at the present critical period, his Honor, therefore, submits the Director's letter as it stands, in the hope that, on a review of the arguments urged by him, the outlay solicited by him of 12,006 rupees† for the current year for the support of 48 matriculated students in three institutions may be granted.

4. The amount required for the three first months of the calendar year 1866 is calculated as follows:—

For Matriculated Students of—

December 1863.		December 1864.		December 1865.	
	Rs.		*Rs.*		*Rs.*
3 at 32 rupees each =	96	4 at 18 rupees each =	72	4 at 18 rupees each =	72
6 at 27 „ „ =	162	19 at 14 „ „ =	266	19 at 14 „ „ =	266
		3 at 10 „ „ =	30	27 at 10 „ „ =	270
TOTAL - - - *Rs.*	258		368		608

or 258+368+608=1,234 rupees per mensem.

† Arrears for three months of 1864-65, viz., January to March 1865; the scholarships being granted from January, owing to the University Examinations being held in December, or at 692 rupees per mensem for 48 students for three months - - - - - - - - - *Rs.* 2,076
For the remaining nine months of 1865, at the same rate - - - - - - - - - 6,228
For the three months of 1865-66, at 1,234 rupees for 85 students, or end of budget year 1865-66 3,702
Total - - - *Rs.* 12,006

From the Director of Public Instruction, Punjab, to the Secretary to the Government of the Punjab; No. 259, dated 24th July 1865.

Scholarships in Government colleges of the Punjab.

In reply to your No. 307, dated 21st June 1865, I have the honour to submit the following remarks on the points discussed in No. 854, dated 31st May 1865, from Under Secretary to Government of India, Home Department, to your address, regarding the amount of scholarships to be allowed in the Lahore and Delhi Colleges.

At present every college student should have a scholarship.

2. My proposal undoubtedly was, and is, that, for the present, every student at colleges in the Punjab should receive an allowance from Government just sufficient to maintain him there, unless he or his parents have the means themselves of providing for his maintenance. For this is the only way in which we can hope at first to keep the colleges, both Government and private, supplied with a sufficiency of students, and prevent the time of the principals and professors from being wasted in lecturing to miserably small classes.

So ruled by late Lieutenant Governor in regard to students of College Department of the Lahore Mission School.

3. I may also mention that I am not singular in my views, for the Honourable the late Lieutenant Governor carried out the principle still further by directing scholarships to be paid from the grant-in-aid assignment of the Imperial Educational Budget to every student in the College Department of the Lahore Mission School, equal to the average drawn by scholarship-holders in the Lahore Government College; and when I proposed calculating that average, not on the number of scholarship-holders, but, on the whole number of students in the Government College, whether drawing scholarships or not, his Honor objected to the reduction that would thereby be caused in the value of scholarships granted in the College Department of the Mission School. (*See* No. 656, dated 31st October 1864, from Secretary to Government, Punjab, to my address, and previous correspondence).

Necessity for this in Punjab colleges at present explained.

4. I readily admit that scholarships, properly so called, should be awarded to the meritorious among a host of competitors, as is the case in every country that can boast of even moderate intellectual advancement. But in the Punjab, colleges have only just been opened, and the advantages of university education are not yet properly appreciated, because they have not yet in any case been realised here, as elsewhere, by the advancement of those so liberally educated to posts of the highest dignity and emolument. Moreover, the inhabitants of the Punjab, as compared with other parts of the Bengal Presidency, are decidedly poor, especially the upper classes, from which our college students ought chiefly to be drawn, as most likely to possess the requisite leisure and means for pursuing so long and advanced a course of study as is required by the university for its degrees. In the Punjab, then, I submit, that scholarships must be, for some time to come at any rate, regarded rather in the light of stipends or subsistence allowances to poor but willing and laborious students, than as rewards to the meritorious out of a host of competitors.

Otherwise the services of principals and professors will be thrown away in lecturing to miserably small classes.

5. I would, therefore, most earnestly solicit his Excellency the Viceroy in Council to reconsider the supposition "that scholarships for about one-third of the whole number of students ought to be amply sufficient." Out of the 31 matriculated students at the Lahore and Delhi Government Colleges, only three have sufficient means of their own to support themselves there, and not a few of the rest are very unsettled, and desirous of leaving to enter on some employment, because their scholarships do not afford them a bare subsistence. If two-thirds of the present scholarships were, under the foregoing rule, withdrawn, two-thirds of the students would infallibly disappear. The result would be, that the two Government colleges, each with a tutorial staff and establishment, costing from 1,400 to 1,600 rupees per mensem, would be educating only 10 or 12 students, and without any prospect of increasing the number to any apreciable extent for years to come. Or, to be plain, after sanctioning so large an expenditure to start the Punjab colleges, the Supreme Government, for the sake of 100 or 200 rupees a month more, would utterly prevent the due development of those institutions; and the previous and current heavy expenditure, instead of being turned to the best account and made to yield the largest return of well-educated college men, would, on the contrary, be lamentably wasted on the education of a very small number. In fact, if the rule suggested be carried out strictly, as there are only three college students able to remain without assistance from Government, only one, or at the outside two, scholarships would be allowed, so that only one-third of the whole number might receive those rewards.

Closer comparison between the Punjab and Lower Bengal invited with regard to the number and value of college scholarships granted.

6. I submit, that it would be far better economy on the part of Government to give such liberal scholarships, and to such an extent as would secure the attendance of matriculated students, to the extent of at least 20 during the 1st and 2nd years, and of at least 15 in the 3rd and 4th years, as classes of that number will fairly occupy the time of the college staff. To secure this end partially, if not entirely, I would invite the consideration of the Honourable the Lieutenant Governor, and of his Excellency the Viceroy in Council to a closer comparison of the status of the Punjab and of Bengal Proper in regard to this matter of college scholarships. I select Bengal, because constant reference is made throughout the supreme Government's letter to the state of affairs there, and it is evidently held up to us as a model, to which we should strive to attain.

7. Now

7. Now I find that, in the province of Lower Bengal, according to its Educational Report for 1863-64, no less a sum than 61,752 rupees is annually spent in college scholarships, as will be seen from the following figures:— 61,752 rupees annually spent in Bengal for this purpose.

Junior Scholarships.		Bengal Senior Scholarships.	
	Rs.		*Rs.*
10 at 18 rupees each per mensem	180	9 at 32 rupees each per mensem	288
50 at 14 „ „	700	15 at 27 „ „	405
100 at 10 „ „	1,000		
160	1,880	24	693
	12		12
Annual Total - - - *Rs.*	22,560	Annual Total - - - *Rs.*	8,316

Total annual value of Bengal junior and senior scholarships, 30,876 rupees; and as they are awarded annually, but are tenable for two years, this amount must be doubled to show the total annual expenditure on them, which is therefore 61,752 rupees.

8. If, then, the comparatively richer province of Bengal, where English education of a high standard has been going on for years, say in the ratio of about a quarter of a century to every year that it has been at work in the Punjab, is found to require this pecuniary stimulus, *à fortiori*, must a proportional stimulus of this kind be needed in the latter province, which suffers under the disadvantages of want of wealth, as well as dearth of education of a high standard. In short, if the 40 millions of inhabitants in Bengal are allowed to draw 61,752 rupees annually by way of scholarships, the 15 millions in the Punjab are, by a simple rule of three seen entitled to 23,157 rupees annually for the same purpose. Proportional expenditure required for the Punjab should be 23,157 rupees.

9. This amount would admit of senior and junior scholarships at the Bengal rates being established in the Punjab to the following extent:— Detail of college scholarships at Bengal rates that could be granted out of abvoe sum.

Junior Scholarships.		Punjab Senior Scholarships.	
	Rs.		*Rs.*
4 at 18 rupees each per mensem	72	3 at 32 rupees each per mensem	96
19 at 14 „ „	266	6 at 27 „ „	162
37 at 10 „ „	370		
60	708	9	258
	12		12
Annual Total - - - *Rs.*	8,496	Annual Total - - - *Rs.*	3,096

Total of proposed Punjab senior and junior scholarships for colleges, 11,592 rupees; and as they would be awarded annually, but be tenable for two years, the total annual expenditure would amount to 23,184 rupees.

10. My original proposal only contemplated providing scholarships for students at the two Government colleges, leaving those at private colleges to be supplied, under the orders of the Punjab Government quoted in my third paragraph, out of the grant-in-aid assignment of the Imperial Educational Budget. But I should be very glad to see the Bengal system of awarding the scholarships, as far as they will go, among all candidates, whether belonging to Government or private colleges, affiliated to the Calcutta University by open competition, and on the results of the university examinations. Introduction of the Bengal system expedient.

11. I therefore beg most earnestly to solicit favourable consideration to my present proposal for establishing 60 junior and 9 senior scholarships, as detailed in paragraph 9, to be held by college students in the Punjab at affiliated institutions, whether Government or private, the former by such students as have matriculated, and the latter by those only who have passed the First Examination in Arts. The limit of annual expenditure would be Proposal to establish 60 junior and 9 senior scholarships on that system accordingly to be held in Go-

vernment and aided colleges of the Punjab.

be 23,184 rupees, but it would be some time before a sufficient number of candidates were qualified to take up all the scholarships, so that in the first few years there would be considerable savings. During those few years, every matriculated student who chose to continue his studies at college to the satisfaction of its authorities would receive a scholarship, and the competition would be confined to securing those of the higher value. But the day cannot be far distant when the number matriculating annually will far exceed 60, the full number of junior scholarships proposed for them; and then the competitions for even those of lowest value will be keen, and the views of the Supreme Government that these scholarships should be the reward of the meritorious out of a host of competitors will be fully realised. That my expectations are not over-sanguine may be judged from the following statistics:—In December 1861, five candidates only from the Punjab matriculated; in 1862, eight; in 1863, 25; and in 1864, 35; and for 1865 I can certainly guarantee 50 successful candidates out of upwards of 70 who intended to go up for the next December Entrance Examination.

Present expenditure that will be entailed thereby for the calendar year 1865.

12. In conclusion, I have only to note the expenditure that would actually be incurred during the current *calendar year of* 1865, in carrying out the above proposal. Besides the 31 students already mentioned as attending Government colleges, there are 17 in the college department of the Lahore Mission School, or a total of 48. Of these, 22 matriculated in December 1863, and 26 in December 1864, so that they would take up the following scholarships only:—

Viz., the 22 Students of December 1863, and the 26 Students of December 1864.

		Rs.			Rs.
4 at 18 rupees each, per mensem -		72	4 at 18 rupees each, per mensem -		72
18 at 14 „ „		252	19 at 14 „ „		266
			3 at 10 „ „		30
22	TOTAL - - - Rs.	324	26	TOTAL - - - Rs.	368

Total for 48 students attending three colleges, in all 692 rupees per mensem, or just about 200 rupees per mensem for each college, the amount for which I applied in my original proposal referring to the two Government colleges only.

From *T. H. Thornton*, Esq., Secretary to the Government of the Punjab, to the Secretary to the Government of India, Home Department; No. 478, dated 18th November 1865.

I AM directed to annex copy of a further communication from the Director of Public Instruction (No. 351, dated 9th instant) regarding scholarships of matriculated students in colleges affiliated to the Calcutta University; and to state that, as the budget for 1866-67 is now under preparation, the Honourable the Lieutenant Governor has, in anticipation of the orders of the Supreme Government, instructed the Director to provide therein a sum of 16,602 rupees on this account, as proposed by him.

From the Director of Public Instruction, Punjab, to the Secretary to the Government of Punjab; No. 351, dated 9th November 1865.

IF the scheme of college scholarships, proposed in this office, No. 86A, dated 21st August 1865, meets with the approval of Government, solicits permission to provide in the Imperial Educational Budget of 1866-67 for 16,602 rupees on account of scholarships to be held in colleges affiliated to the Calcutta University throughout the Punjab, agreeably to the enclosed detail.

From 1st April to 31st December 1866, *i. e.*, for Nine Months.

For 9 students passing Calcutta University First Arts Examination in December 1868, viz.:—

	Rs.	*Rs.*
3 at 32 rupees =	96	
and 6 at 27 „ =	162	
TOTAL - - -	258 × 9 = - - - -	2,322

For 26 students passing Calcutta University Entrance Examination in December 1864, viz.:—

	Rs.	
4 at 18 rupees =	72	
19 at 14 „ =	266	
and 3 at 10 „ =	30	
TOTAL - - -	368 × 9 = - - - -	3,312

For 50 students passing Calcutta University Entrance Examination in December 1865, viz.:—

	Rs.	
4 at 18 rupees =	72	
19 at 14 „ =	266	
and 27 at 10 „ =	270	
TOTAL - - -	608 × 9 = - - - -	5,472

From 1st January to 31st March 1867, *i. e.*, for Three Months.

For 9 students passing Calcutta University First Arts Examination in December 1865, viz.:—

	Rs.	
3 at 32 rupees =	96	
and 6 at 27 „ =	162	
TOTAL - -	258 × 3 = - - - -	774

For 9 students passing Calcutta University First Arts Examination in December 1866:

As above - - - - - - - - -	774

For 50 students passing Calcutta University Entrance Examination in December 1865, viz.:—

	Rs.	
4 at 18 rupees =	72	
19 at 14 „ =	266	
and 27 at 10 „ =	270	
TOTAL - - -	608 × 3 = - - - -	1,824

For 60 students passing Calcutta University Entrance Examination in December 1866, viz.:—

	Rs.	
4 at 18 rupees =	72	
19 at 14 „ =	266	
and 37 at 10 „ =	370	
TOTAL - - -	708 × 3 = - - - -	2,124
	TOTAL - - - *Rs.*	16,602

From *E. C. Bayley*, Esq., Secretary to the Government of India, Home Department, to the Secretary to the Government of the Punjab; No. 3001, dated 28th March 1866.

No. 397, dated 9 Sept.
„ 477, „ 18 Nov.
„ 478, „ „

WITH reference to your letters noted in the margin regarding the provision of scholarships for the students of Government and private colleges in the Punjab, I am directed to communicate the following observations.

2. This office letter of the 31st May 1865, No. 854, conveyed the comments of the Government of India on a proposition which had been submitted for raising the present allowance of 200 rupees per mensem, on account of scholarships for the two Government colleges, to 400 rupees per mensem. It was then observed that the "proposed sum of 400 rupees per mensem would apparently suffice to give to *every one* of the students now in the two colleges a monthly stipend of about 13 rupees, being one rupee more than the average value of the Bengal junior scholarships for exactly the same class of students (first and second years), and open to be competed for at the University Entrance Examination by the numerous candidates from all schools (Government and private) in the Lower Provinces of Bengal," and it was remarked that the proposition "seems to involve so wide a departure from the rules and limits which ordinarily govern the distribution of such rewards, that doubt occurs whether the real scope of Captain Fuller's proposal may be correctly apprehended."

3. The revised proposition now before Government involves a still larger expenditure and the same wide departure from the rules and limits above referred to, for the Director of Public Instruction suggests an expenditure on account of scholarships for students in Punjab colleges, proportioned to the amount expended in Bengal according to the respective *populations* of the two provinces; and on this basis he arrives at a proposed limit of 23,184 rupees* per annum for scholarships in the Punjab. And, till the above limit is reached, he remarks that "every matriculated student who chose to continue his studies at college to the satisfaction of its authorities would receive a scholarship."

4. The Governor General in Council cannot, I am desired to observe, recognise the propriety of any scheme which professes, under the name of "Scholarships," to pay a stipend to every matriculated student who chooses to continue his studies at college.

To give scholarships, without real competition, to every student, is, in the opinion of his Excellency in Council, to ignore altogether the character and object of such prizes.

5. The Governor General in Council has learnt with surprise and regret the very unpromising fact disclosed by Captain Fuller, that college education is as yet so little appreciated in the Punjab that every student must be paid for his attendance at college, and that, if only one-third of the students were, as suggested by the Government of India, to receive scholarships, the remaining two-thirds "would infallibly disappear."

6. There was nothing in the original recommendations by which the immediate necessity of establishing two expensive colleges in the Punjab was supported, that could have led the Government of India to expect a result such as is now reported; and the Governor General in Council cannot refrain from expressing his great disappointment at finding such an argument now advanced by the Director as that, "after sanctioning so large an expenditure to start the Punjab colleges," the Government will surely not object to pay students to attend them, as "this is the only way in which we can hope at first to keep the colleges, both Government and private, supplied with a sufficiency of students, and prevent the time of the principals and professors from being wasted in lecturing to miserably small classes."

7. The

	Per Mensem.	
	Rs.	*Rs.*
*JUNIOR.		
4 at 18 rupees	72	
19 at 14 „	266	
37 at 10 „	370	
		798
SENIOR.		
3 at 32 rupees	96	
6 at 27 „	162	
		258
TOTAL - - - *Rs.*		1,056
TOTAL per annum - - *Rs.*		12,672

which, being tenable for two years, gives an eventual annual charge of 25,344 rupees. The total given by Captain Fuller, viz., 23,184 rupees, is based apparently on an error of figures.

7. The argument is undoubtedly a strong one; but while admitting in some degree its force, the Governor General in Council would ask the Punjab Government to impress strongly upon Captain Fuller the impropriety of pressing forward educational projects without, as in the case of the Punjab colleges, giving the Government to understand the real extent of the expenditure to which he was practically pledging it.

8. It may, of course, be the case that money expended in paying students to attend classes will not eventually be without results; but when the many demands on account of educational objects, of pressing urgency, and with prospects of early practical results, are borne in mind, his Excellency in Council feels persuaded that the Lieutenant Governor will recognise the necessity of requiring from the Director in future a full and fair representation of the real requirements and prospects of every new measure which he may advocate.

9. The only course which it occurs to the Governor General in Council to pursue in the present case is to allow a limited number of scholarships, corresponding in average value to the junior and senior scholarships in Bengal, to be open to competition to all matriculated students pursuing their studies in any affiliated institution, whether Government or private. The number of such scholarships might be calculated at one-third the number of matriculated students attending the colleges.

10. To every deserving student in the Government colleges who does not obtain a scholarship, and whose parents are unable to maintain him at college, a *subsistence allowance* of 4 rupees or 5 rupees per mensem might be given for the present; the arrangement being regarded as provisional for one year, subject to the submission at the end of that period of a full report as to the real necessity and expediency of continuing the system. If the students in the Lahore Mission College require, as appears from Captain Fuller's report, a like inducement in the way of subsistence allowances, it can probably be given on a similarly temporary footing, subject to the condition of at least half the cost being met from private sources.

11. The above system will apparently meet the actual requirements, as stated by Captain Fuller, when he says that "every student at colleges in the Punjab should receive an allowance from Government just sufficient to maintain him there, unless he or his parents have the means themselves of providing for his maintenance;" and a proper distinction will at the same time be maintained between scholarships which are rewards for particular merit and the allowances for subsistence, which, though so objectionable in themselves, are represented in the present case to be absolutely necessary to supply an experienced staff of principals and professors with a decent number of pupils to instruct.

12. If the measure above sketched can be carried out within the limits of the sanctioned budget for education, the Governor General in Council will not object to its introduction for one year, and will be glad to receive a report of the estimated expense which it will entail for that period.

From *T. H. Thornton*, Esq., Secretary to the Government of the Punjab, to the Secretary to the Government of India, Home Department (No. 362, dated 27th September 1866).

With reference to your letter, No. 3001, dated 28th March last, regarding scholarships in the Punjab Colleges, I am directed to forward extracts, paragraphs 2 to 5 and 8, from a letter from the Director of Public Instruction, No. 265, dated 15th ultimo, and to request general approval of the principles of calculating scholarships for 1867, proposed by Major Fuller.

2. I am to add that at present it appears at least doubtful whether any sums in excess of the scholarships will be required for subsistence allowance as provisionally authorised by the Supreme Government; but if the necessity should hereafter arise, a separate application will be made on the subject.

3. With reference to the remark made in the margin of your 3rd paragraph, I am to state that the inaccuracy in figures consists in a clerical error, by which 798 was written instead of 708, as the total costs of the junior scholarships.

4. A separate letter will be addressed to you in regard to the adjustment of outlay heretofore incurred on scholarships.

EXTRACT of a Letter from the Director of Public Instruction, to the Secretary to the Government of the Punjab (No. 265, dated 15th August 1866).

Para. 2.—THE final decision of his Excellency the Governor General in Council appears to be, from paragraph 9 of the letter above quoted, that scholarships to the average value of those given in Bengal, and to the number of one-third only of the matriculated students attending affiliated colleges, shall be given in the Punjab. I have accordingly called for returns from the Punjab colleges, whether Government or private, of which there are at present only three; and I find that, under the above ruling, only 15 scholarships should just now be assigned to them, viz., three senior and 12 junior, as shown below:—

NAME OF COLLEGE.	Number of Students attending who have passed University Examinations.			TOTAL.	TOTAL of Matriculation Students.
	1st Arts and now in 3rd Year Class.	Entrance: And now in 2nd Year Class.	Entrance: Now in 1st Year Class.		
Lahore College	2	6	2	8	10
Delhi „	2	10	8	18	20
Lahore Mission College	5	6	4	10	15
GRAND TOTAL	9	22	14	36	45
One-third	3	7	5	12	15

According to the average value of Scholarships in Bengal, these 15 might be fairly fixed at the following rates:—

Three Senior to 3rd Year Class.		Twelve Junior to 3rd Year Class.	
	Rs.		*Rs.*
One at 32 rupees per month	= 32	One, at 18 rupees per month	= 18
		Four, at 14 „	= 56
Two at 27 „	= 54	Seven, at 10 „	= 70
Per Month — *Rs.*	86	Per Month — *Rs.*	144

The 12 Junior to be further distributed, thus:—

To 2nd Year Classes.	*Rs.*	To 1st Year Classes.	*Rs.*
One at 18 rupees per month	= 18	Two at 14 rupees per month	= 28
Two at 14 „	= 28	Three at 10 „	= 30
Four at 10 „	= 40		
Per Month — *Rs.*	86	Per Month — *Rs.*	58

Total of 15 scholarships due at present to Punjab Colleges, 230 rupees per mensem, or 2,760 rupees per annum.

3. These scholarships would be awarded in the Punjab, as in Bengal, to those who gained the highest marks at the Calcutta University examinations from first Arts and Entrance respectively, and for two years only, that being the time prescribed for a student to advance from the Entrance to the first Arts standard; and from that to the B. A. degree. It will take some time, however, before final sanction to these scholarships can be obtained; and I would, therefore, propose that the system of granting them, agreeably to the ruling above quoted of the Supreme Government, be only introduced from 1st January 1867, which is the beginning of the next annual session of the colleges.

4. But by that date, a fresh batch of students will, by passing the first Arts and Entrance examinations, in all probability, entitle the colleges to additional scholarships. It is impossible

impossible to calculate this addition with certainty; but in case an estimate be desired, I may mention that the scholarships due to the present third year and first year classes will have to be continued during 1867, while they are pursuing their studies for the fourth and second years of their college course respectively, *i. e.*, three senior, aggregating 86 rupees per mensem, and five junior, 58 rupees per mensem. The other seven junior scholarships, aggregating 86 rupees per mensem, will lapse, as the students of the second year class should be prepared to pass the first Arts examination next December, and to compete for senior scholarships from 1st January 1867. Suppose eight or nine out of the 22 in the second year class pass the first Arts examination, then three additional senior scholarships will be due, say, one at 32 rupees, and two at 27 rupees, or 86 rupees per mensem. Then, again, as there were 96 candidates from the first classes of zillah and superior aided schools, who tried the departmental examination held at Midsummer preliminary to the Calcutta University Entrance examination of next December, we may suppose that some 36 at least will actually matriculate, and 12 additional junior scholarships will thus become due, aggregating 144 rupees per mensem. The total estimated number and cost of Punjab College scholarships for the calendar year of 1867 will therefore be—

	Senior.		Junior.		Total.		Remarks.
	Number.	Value per Mensem	Number.	Value per Mensem.			
		Rs.		*Rs.*		*Rs.*	
Old - - - - - - - -	3	86	5	58	8	144	
New - - - - - - - -	3	86	12	144	15	230	
Total - - -	6	172	17	202	23	374	

But as the present sanctioned allowance of 100 rupees per mensem for scholarships in each of the Government colleges at Lahore and Delhi, or 200 rupees per mensem in all, can then cease, the estimated increase of expenditure during 1867 will really be only 174 rupees per mensem, or 2,088 rupees for the whole year.

5. I trust I have now correctly interpreted the views of his Excellency the Governor General in Council on the subject of college scholarships in the Punjab, and that he will be pleased to authorise the Honourable the Lieutenant Governor to grant them on the scale I have detailed for the third and first year classes, when they become the fourth and second year classes on 1st January 1867; and also on the same scale to the extent of one-third of the number of candidates who passed the first Arts and Entrance examinations of the Calcutta University in December 1866 for those who will form the third and first year classes from 1st January 1867.

8. In conclusion, I may as well note that the error of figures referred to in the margin of paragraph 3 of Supreme Government's letter, No. 3001, of 28th March 1866, does not rest with me, but with some subsequent calculator, who has accidently, no doubt, substituted 798 for 708 as the cost of the junior scholarships therein entered.

From *T. H. Thornton*, Esq., Secretary to the Government of the Punjab. to the Secretary to the Government of India, Home Department (No. 361, dated 27th September 1866).

In continuation of my separate letter of this date, No. 362, regarding scholarships, I am directed to forward extract, paragraph 7, from a letter from the Director of Public Instruction, No. 265, dated 15th ultimo, together with a copy of his letter, No. 295, dated 28th idem, and extracts from a letter from Mr. Forman, enclosed therein, with its accompanying statement.

2. Mr. Forman, the manager of the Lahore Mission College, while fully admitting the justice and suitableness of the arrangements now finally prescribed by the Supreme Government in regard to scholarships in their letter, No. 3001, dated 28th March 1866, nevertheless very earnestly begs that retrospective effect may not be given to those arrangements in so far as the institution under his charge is concerned, as the cost of scholarships, on the larger scale previously laid down by this Government, has been actually advanced by him to the holders while this discussion has been pending; and if any considerable portion of the outlay has ultimately to be borne by the funds of the institution, these funds will be reduced to a very embarrassing position.

3. It is true, as urged by Major Fuller, that on receipt of the resolution of Supreme Government, No. 2054, of the 30th June 1865, Mr. Forman was informed that the

Supreme Government disapproved of the principle laid down by this Government, that all matriculated students of aided colleges should receive stipends under the Grant-in-aid Rules. But as the Director, in his letter, No. 259, dated 24th July 1865, himself proposed in supersession of those arrangements, a modified scheme, by which it was still contemplated (*see* paragraph 11) that "every matriculated student who chose to continue his studies at college, to the satisfaction of its authorities, would receive a scholarship," and this Government supported his proposals, it was hardly to be expected that Mr. Forman should put an end to the arrangements then existing, and stop the allowances fixed for his matriculated scholars, until it should be finally determined what principle was to be adopted for the future.

4. The most strenuous and unremitting efforts have been made by this institution to raise it to a high standard; and, with very slender means, comparatively speaking, they have surprisingly succeeded in their efforts. Sir Robert Montgomery in consequence considered the institution to be deserving of special consideration, and authorised accordingly the arrangements which have now been finally disapproved, so that the blame and responsibility for this cannot, in the Lieutenant Governor's opinion, be justly attributed to the managers of the institution; and it would, his Honor thinks, be hard to make them suffer retrospectively.

5. I am desired accordingly to solicit sanction of the Supreme Government to make a special grant to the institution of 3,500 rupees on this account, provided that amount can be met within the sanctioned budget estimate. This sum will about cover the outlay incurred up to the date of the Supreme Government's Order of March 1866, and arrangements have now been made for placing scholarships for the future on the footing enjoined by the Supreme Government.

EXTRACT of a LETTER from Major *A. R. Fuller*, R.A., Director of Public Instruction, Punjab, to the Secretary to the Government of the Punjab. (No. 265, dated 15th August 1866).

Para. 7. IT only remains for me to advert to the question of liquidating past expenditure on scholarships, both in the Government and private colleges. The sum of 100 rupees per mensem originally sanctioned for this purpose in such of the Government colleges as Lahore and Delhi, has been supplemented by funds obtained from tuition fees and other local sources; and it will be necessary to press the Supreme Government for payment of the excess spent on scholarships from these sources out of Imperial revenue. Any claim that the Reverend C. Forman may desire still to prefer on account of past expenditure incurred by him on scholarships to his college students in the Lahore Mission School, will be brought forward separately, on receipt of further communication from him on the subject.

From Major *A. R. Fuller*, R.A., Director of Public Instruction, Punjab, to the Secretary to the Government of the Punjab (No. 295, dated 28th August 1866).

IN continuation of my No. 124A, dated 5th September 1865, and with reference to paragraph 7 of my No. 265, dated 15th August 1865, I have now the honour to submit, in original, letter dated 15th July 1866, from the Reverend C. Forman, Manager of the Lahore Mission School, renewing his claim to arrears of Government grant for expenditure incurred on scholarships bestowed by him on the students in his College Department.

2. He shows the amount thus expended by him from 1st January 1865 to 15th July 1866 to have been 3,938 rupees, and apparently claims a refund of the whole amount from Government, on the strength of the late Lieutenant Governor's having sanctioned such grants for 1864, and having led him to expect the same would be continued in future.

3. In my No. 124A, I gave a summary of the previous correspondence and Government orders on the subject; so that I have only to point out that, however strong and reasonable Mr. Forman's expectation of the continuance of the Government Grant made in 1864 during subsequent years, may have been, it ought to have come to an end on receipt of my No. 972, dated 2nd August 1865, communicating to him the orders of the Supreme Government, dated 30th June 1865, in which the practice of granting scholarships to matriculated students in Aided College Institutions of the grant-in-aid assignment was not approved by his Excellency the Viceroy in Council.

4. Under these circumstances, it appears to me that Government will be fully released from any obligation it may have incurred by Mr. Forman's expenditure on his college scholarships, in the reasonable expectation formed by him from the late Lieutenant Governor's orders of their being ultimately refunded by the payment of 1,428 rupees, being

being the cost of scholarships (as clearly as I can calculate it) of the college students who attend from 1st January 1865 to close of July 1866.

5. For the remainder of the expenditure, viz., 3,938 rupees—1,428=2,510 rupees, it seems to me perfectly optional with Government to reject the claim altogether. Government will, however, no doubt desire to treat the claim in a liberal spirit; and this might be done, I think, by allowing, on the general grant-in-aid principle, half the amount, viz., 1,255 rupees, to be repaid to Mr. Forman.

6. In conclusion, then, I beg to suggest that the Honourable the Lieutenant Governor should move his Excellency the Governor General in Council to sanction a special grant of 1,428 rupees only, or of 1,428 rupees + 1,255=2,683 rupees, as he may think fit, in aid of scholarships given by the Reverend C. Forman, Manager of the Lahore Mission School, from 1st January 1865 to 15th July 1866, to the students of the College Department of that institution. The whole amount of 2,683 rupees can, if required, be defrayed from the current year's grant-in-aid assignment.

EXTRACT from a LETTER from the Rev. *C. W. Forman*, Manager of the Lahore Mission School, to the Director of Public Instruction, Punjab (dated 15th July 1866).

AT the time our school was affiliated, it was the policy of the Punjab Government to encourage students to seek a high order of education by giving scholarships to all matriculated students, and Sir R. Montgomery placed the Mission School on the same footing as the Government College with regard to scholarships.

In accordance with this policy, the whole amount of our scholarships for the year 1864 (1,328 rupees) was paid from the Government Treasury.

In order to keep our students, it was necessary for us to pay this scholarship regularly in advance before receiving the amount from Government. In this way, we have paid, since the 1st of January 1865, more than 3,000 rupees, of which we have received nothing from Government.

MEMORANDUM OF MISSION COLLEGE SCHOLARSHIPS, 1865.

3rd Year's College Class, 1866.

		Rs.		Rs.
Jacob Basten, 12 months, at *Rs.* 19 per month	=	228	6½ months, at *Rs.* 27 per month =	175½
George Lewis, " " 19 "	=	228	" " 27 " =	175½
Prem Nath, " " 19 "	=	228	" " 19 " =	123½
Julakhan Mull, " " 17 "	=	204	" " 17 " =	110½
Thakoor Doss, " " 17 "	=	204	" " 17 " =	110½
Dewan Chund, " " 17 "	=	204		695½
Hur Kishen, " " 17 "	=	204		1,704
Alfred Watson, " " 17 "	=	204		
Total - - - *Rs.*		1,704	Total - - - *Rs.*	2,399½

2nd Year's College Class.

		Rs.		Rs.
Ihwar Purshad, 12 months at *Rs.* 14 per month	=	168	6½ months, at *Rs.* 14 per month =	91
Dina Nath " " 12 "	=	144	" " 12 " =	78
Ram Narain, " " 12 "	=	144	" " 12 " =	78
Juggernath, " " 12 "	=	144	" " 12 " =	78
Mahomed Hassen, " " 12 "	=	144	" " 12 " =	78
B. Goloknath, 3 months, " 10 "	=	30	" " 12 " =	78
Hur Kishun, - - - - - - - - -		- -	" " 15 " =	90
				493
				774
Total - - - *Rs.*		774	Total - - - *Rs.*	1,267

1st Year's College Class.

	Rs.
Mozuffer Alli, 6½ months, at *Rs.* 12 per month - - - - - =	78
Jai Kishen, " " 12 " - - - - - =	78
Nandhee, 4½ months, " 12 " - - - - - =	54
Bal Mokund " " 12 " - - - - - =	54
Total - - - *Rs.*	264

Summary.

	Rs.
3rd year's College Class - - - - - -	2,399½
2nd " " - - - - - -	1,267
1st " " - - - - - -	264
GRAND TOTAL - - - *Rs.*	3,930½

(The papers were then forwarded to the Financial Department.)

RESOLUTION by the Government of India, Financial Department (No. 2588, dated 31st December 1866).

Read the undermentioned papers having reference to proposals regarding the provision of scholarships for college students in the Punjab:—

Office Memorandum from the Home Department, No. 5810, dated 26th October last, and its accompaniments.

Office Memorandum to the Home Department, No. 2038, dated the 30th November last.

Office Memorandum from the Home Department, No. 1378, dated the 14th instant.

RESOLUTION.—The Governor General in Council observes that on the 28th March last, this Government, in the Home Department, sanctioned the provision (within budget limits) of a limited number of scholarships in the Punjab, corresponding, in average value, to the junior and senior scholarships in Bengal, to be open to competition (as in Bengal) to all matriculated students pursuing their studies in any affiliated institution, whether Government or private, the number of such scholarships being calculated at one-third the number of matriculated students attending the colleges.

2. The Governor General in Council is now pleased to sanction, as a temporary measure, the proposal of the Punjab Government, of placing the provision of scholarships on the above footing, with effect from March 1866 in respect of the Lahore Commission College, and from 1st January 1867 in respect of the Government colleges at Lahore and Delhi.

3. As regards the past expenditure on account of scholarships in the above-named colleges, the Governor General in Council sanctions a special grant to the Lahore Mission College of 3,500 rupees for the period prior to March 1866, providing it can be met within the sanctioned budget estimate, and authorises the adjustment of expenditure on the same account in the Lahore and Delhi Colleges up to January 1867, at the maximum rate of 230 rupees per mensem, instead of the hitherto sanctioned amount of 200 rupees per mensem.

XVI.

GILCHRIST TRUST SCHOLARSHIP.

EXTRACT from the Proceedings of the Government of India, in the Home Department (Education), Nos. 91 to 97, under date the 11th February 1868.

Read the undermentioned correspondence, on the subject of the proposed establishment by the Trustees of the "Gilchrist Educational Trust" of two annual scholarships of 100 *l.* each, tenable for five years, to be held by natives of India at the Universities of London and Edinburgh:—

1. Despatch from Her Majesty's Secretary of State, to the Government of India, No. 18 of 1866, dated 30th November, and enclosure.
2. Letters to Governments of Bengal, Madras, and Bombay, Nos. 411 to 413, dated 15th January 1867.
3. Letter from Bengal, No. 635, dated 6th February 1867.
4. Letters to Madras and Bombay, Nos. 1754 and 1755, dated 20th February 1867.
5. Letter from Bombay, No. 8, dated 15th February 1867, and enclosure.
6. Ditto, No. 23, dated 30th March 1867, and enclosure.
7. Letter from Madras, No. 121, dated 26th April 1867, and enclosure.

} Education Proceedings, May 1867, Nos. 17 to 22.

8. Despatch from Her Majesty's Secretary of State, to the Government of India, No. 3, dated 25th April 1867, and enclosures; and endorsements thereon, to Bengal, Madras, and Bombay, Nos. 945 to 947, dated 3rd May 1867.

9. Despatch

9. Despatch from the Government of India, to Her Majesty's Secretary of State, No. 5, dated 31st May 1867.

10. Letter from Bombay, No. 40, dated 25th June 1865, and enclosure.

11. Letter from Bengal, No. 3241, dated 25th July 1867, and enclosure.

12. Letter from Madras, No. 273, dated 26th August 1867, and enclosures.

} Education Proceedings, September 1867, Nos. 31 to 35.

13. Despatch from the Government of India, to Her Majesty's Secretary of State, No. 12, dated 19th September 1867.

14. Despatch from Her Majesty's Secretary of State, to the Government of Bombay, No. 8 of 1867, dated 16th December, and enclosure.

RESOLUTION.—The detailed scheme of the Trustees will be found with the Despatch of Her Majesty's Secretary of State to the Government of India, No. 3, dated 25th April 1867. The only modification of this scheme which has resulted from subsequent correspondence on the subject, is that relating to the race of the candidates for the scholarships. It will be seen from the enclosures of the Secretary of State's Despatch to the Government of Bombay, No. 8, dated the 16th December 1867, that the competition is now open to "all persons born in India, except those of pure European descent."

It has been decided by the Trustees that there shall be, for the present at least, three centres of examination in India, viz., at Calcutta, Madras, and Bombay; that the examinations at the three centres shall be held simultaneously; that the examination papers shall be sent out from England; and that the first examination shall be held in January 1869.

3. The Secretary of State has also announced his intention* of granting the sum of 100 *l.* for passage to each of the scholars proceeding to England, and of allowing the same amount for a return passage to such of them as may forfeit their scholarship.

* *See* paragraph 5 of Despatch to Bombay, No. 8, dated 16th December 1867.

4. Pending the receipt of the examination papers from England, the Governor General in Council would wish the Governments of Fort St. George, Bombay, and Bengal, to make the necessary arrangements for the following objects:—

1st. The publication of the scheme of the Trustees, and the Despatch of the Secretary of State to the Government of Bombay, dated 16th December 1867, No. 8, with its enclosure.

2nd. The appointment of the sub-examiners referred to in the scheme of the Trustees.

3rd. The selection of a proper place for the examination of candidates at each examination centre.

5. In publishing the scheme of the Trustees, and the Secretary of State's Despatch above mentioned, the Local Governments should take the opportunity to state that the exact date of the examination and the place where it shall be held will be announced hereafter. It is essential that the examinations at the three centres should take place at one and the same time, and this can easily be arranged by the Local Governments by mutual communication with one another.

ORDERED, That a copy of this Resolution, and of the Secretary of State's Despatch to the Government of Bombay, No. 8, dated 31st December 1867, be forwarded to the Governments of Fort St. George and Bengal, for the purposes above indicated.

Also, That a copy of this Resolution be sent to the Government of Bombay, with reference to the Secretary of State's Despatch to that Government above mentioned.

Ordered, further, That this Resolution, together with the documents Nos. 1 to 14 cited above, be published in the Supplement to the "Gazette of India"; and that copies of the papers so published be sent to the Government of the Punjab, and to the Chief Commissioners of Oude, the Central Provinces, and British Burmah, for republication in the local Gazettes.

MINUTE by the Honourable *G. N. Taylor*, dated the 7th April 1868.

IN Mr. Howell's valuable Note, we have a clear and complete résumé of the progress and present position of education in India. Following to some extent, though not entirely, the plan of Mr. Monteath's paper of last year, he brings into one view all that has been accomplished by the State, and shows what remains to be done, for the promotion of sound popular instruction throughout the country. The peculiar merit of his note is, that it deals comprehensively, and aims to do so in a fair and proper spirit, with the various deeply interesting questions connected with the subject, which have been under consideration and discussion for the last 14 years; and by its clear exposition of the educational systems, as introduced and worked under the different governments and administrations, it enables the Supreme Government to judge of the comparative merits and defects of the several methods, and to place the finger upon such points as seem to call for special attention or interference.

But Mr. Howell has specially done good service by bringing prominently to notice the principles which were laid down for guidance in the great Despatches of 1854 and 1859, which may indeed be justly termed "the Magna Charta of our educational system." Those principles, as his narrative shows, have been hitherto too commonly departed from; but, if our progress is to be at all commensurate with the wants of the people, they must be kept continually in view and steadily acted upon in the practical administration of the Department of Education throughout the country.

I understand that the note has already been submitted to several of the Directors of Public Instruction, and that certain passages to which exception was taken have been omitted or modified. Mr. Howell has thus wisely anticipated, to some extent, objections and criticisms which a general review of this kind is naturally calculated to provoke. In the preparation of such a review, it was impossible for the writer altogether to avoid giving expression to opinions and inferences naturally deduced from the facts before him.

Without adopting absolutely, or to the full extent, the conclusions at which the compiler has arrived from an examination of the statistical tables appended to his note, I think that, in circulating the compilation to the various governments and administrations, the Government of India may express its general concurrence in the summary of results, and may usefully comment in brief terms on the strong points of contrast brought out by Mr. Howell in the general remarks at the conclusion of his note from paragraph 87 to the end.

As regards the Universities and the higher classes of schools in the several Presidencies which lead up to the University standards, the reports of the syndicates on the operations of the past year show, on the whole, that they are satisfactorily fulfilling the objects and functions for which they were instituted. I do not myself attach any great importance to the alleged difference in the standards adopted in the Universities of Calcutta, Madras, and Bombay. Tests may vary in character and degree, but the several standards may nevertheless be well adapted to local circumstances, and afford a safe and adequate criterion of progress, and of the relative value of University distinctions. So also in respect of the denominations of the various colleges and schools; by whatever designation they are severally known, the three grand divisions of higher class, middle class, and lower class schools can be distinctly maintained, and a set of forms prepared for general adoption, which will afford a plain and certain basis for comparison. A congress or committee might be usefully convened, as suggested by Mr. Howell, to report on this and on the question of University and school standards. Another topic for their consideration would be the best means of providing good vernacular translations of standard works, which are urgently wanted everywhere.

Among the weak points of the several systems which are brought prominently forward in the summary of comparative results, the following will specially attract the attention of the local Governments. It may be hoped that improvements will be gradually effected, and remedies successfully applied, wherever they are shown to be necessary.

I would first notice the tenacity with which the theory of "downward filtration of education" is maintained in Bengal, notwithstanding the apparent absence of any appreciable result, such as was expected to flow from the system, viz., the gradual enlightenment of the masses from the cultivation of the higher and middle classes.

Then in the North Western Provinces, where the exactly opposite course has been pursued, the predominance given to the education of the lower classes is remarkable, as well as the comparative want of adequate means of instruction for the middle and higher classes.

In the Punjab, the most conspicuous defect is the premature establishment of colleges, in advance of the progress of schools of a lower grade, and before there are students to fill them.

In Madras and Bombay, a prominent weak point is the backward state of female education as compared with other Provinces; and in the former Presidency, the smallness of the general educational grant deserves notice, as well as the comparatively poor results in respect of the number both of schools and students.

It must not be understood that, in the foregoing remarks, or in those which follow, I am by any means advocating absolute uniformity of system throughout India. General principles should be adhered to in respect to State control, Imperial expenditure, grants-in-aid, and local funds; but the application of those principles may vary according to the circumstances of the different localities. A scheme which may be admirably suited for one part

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of the country will not always answer in another. The thing to be aimed at is, such a system of general encouragement on the part of Government, whether of middle and high class schools and colleges for the higher orders, or again, of female education, as commends itself for adoption in the several parts of the country by the success which has attended any particular scheme, and the favour with which it has been received and aided by the people. This, indeed, is the special advantage of reviews such as those of Mr. Monteath and Mr. Howell. They enable each Government to compare the results of its own operations with those of other administrations, to contrast the different methods by which the same object is sought to be attained, and to adopt such improvements as appear necessary or desirable.

On the whole, it may be said that our measures for the education of the people have achieved a marked success. We have solid grounds for congratulation in the remarkable development which has taken place within the last 12 years, and in the rapid growth of suitable agency and machinery. But the magnitude of the task imposed upon the Government in respect of the vastness of the area and population of the territories composing British India, is a point which is often lost sight of. Compare the aggregate size and population of this country—900,000 square miles, and 150,000,000 of people—with those of several kingdoms of Europe, and we may form some idea of the field before us, and the length of time that must elapse before it can be fully occupied. These facts, while on the one hand they afford no ground whatever for the relaxation of the efforts of the State to provide for the general instruction of the people, indicate very clearly and forcibly the absolute impossibility of keeping pace with the educational requirements of the country by means of unassisted contributions from the Imperial exchequer. Within the last 10 years the Government expenditure on education has increased four-fold, and is still steadily progressing at the rate of from 50,000 *l.* to 100,000 *l.* a year; and there is a growing tendency on the part of the local administrations to indent still further on Imperial funds by means of the grant-in-aid rules, especially where there is no educational cess.

	Area in sq. miles.	Population.
England -	58,320	21,210,020
Scotland -	30,685	3,062,294
France -	206,250	38,067,094
Prussia -	137,066	22,769,436

In this point of view the remarks and statistics given by Mr. Howell in paragraphs 6 to 11 of the Note are deserving of careful attention, with especial reference to the circumstances of Bengal. It may be admitted that, as regards vernacular education for the rural population, the system of lower class schools with the normal classes for Gurus or village teachers has been eminently successful so far as it goes; but it extends to a very small part of Bengal, and is not supported, as it ought to be, by the contributions of the people. In truth, the system of grants-in-aid in vogue in that province appears to be leading to an enormous expenditure, which is quite beyond the unaided means of the State to defray, and which provides a class of education greatly in advance of the wants of the mass of the people. The disproportion of the expenditure in Bengal is clearly brought out in the comparative statement entered in the 10th paragraph of the Note, where the land revenue is properly taken as the basis of the calculation. The question for decision, however, as regards Bengal, is not whether the grant should be reduced, and the action of Government in consequence be limited, but whether, under the system, as at present administered, aid is not denied to that class of people who cannot be expected to help themselves, while those are encouraged and assisted by the State who are well able to provide for their own education.

This consideration opens up the question of an educational cess which is thoroughly discussed in paragraphs 14 to 72 of the Note.

The principle clearly enunciated in the Despatch of the Court of Directors of 1854, followed by that of Lord Stanley in 1859, was that a compulsory local rate is the best means of providing funds for the elementary instruction of the masses. And the experience of the last 12 years not only entirely confirms that view, but clearly establishes the fact that we cannot reach the masses by any other means. Little or no success has been obtained in this direction, either on the grant-in-aid or the voluntary principle, as applied in any part of India.

If, therefore, our policy is to be at all consistent in this respect, there is no practical reason why the landholders of Bengal should not be made to pay, like the landholders in other parts of India, a local rate for local improvements of various kinds, including above all the means of primary instruction for the agricultural classes. I fail to discover in the terms of the permanent settlement any pledge on the part of the Government which relieves this class from the obligation to provide the necessary means for the moral and material improvement of the tenantry from whom their wealth is derived. The Government of Bengal has, in fact, been already informed, both in the Home and Financial Departments, in reply to applications on behalf of village schools, that a scheme should be devised and carried into effect for ensuring that the main burden of the expenditure for vernacular schools shall fall, not on the Imperial revenues, but on the proprietors of land. I recommend that the serious attention of the Gover[illegible] of Bengal be invited to this matter, in view to legislative action being taken for the [illegible] at the earliest possible opportunity.

I will now transcribe very briefly, from the papers before me, the origin and re[illegible] educational cess in other provinces.

In the North-West, where somewhat contradictory orders, and principles [illegible] those originally laid down by Mr. Thomason, have been from time to tim[illegible] result is that local cesses amounting to five per cent. are taken from the z[illegible] tion to the Government share of 50 per cent. of the net assets. These [illegible]

educational rate of one per cent. It produced in the year under review about 2½ lacs, and provides elementary instruction to about 100,000 scholars.

In Oude, a school cess of one per cent. is imposed also in addition to the Government demand. The annual contribution is 45,000 rupees, and the number of scholars is 7,500.

In the Central Provinces an addition of one per cent. is taken for schools, and another one per cent. for roads. The educational cess for 1866-67 amounted to 1,67,000 rupees, and the scholars numbered 22,500.

In the Hyderabad Assigned Provinces, the Berars, the same system has quite recently been introduced, but no statistics have as yet been received of its results.

In none of the above systems, however introduced, except in the four permanently settled districts of the North-West (referred to in paragraph 39 of Mr. Howell's Note), is there any admixture, relic, or pretence of the voluntary element: the rate is levied under the direct authority of Government.

We now come to the Punjab; here also the educational cess of one per cent. forms an addition to the Government demand. It amounts to a little more than two lacs annually, and provides instruction to about 62,000 scholars. In this Province, we are told, the cess was gradually introduced. The district officers were directed to endeavour to induce the people to subscribe voluntarily to the cess, to feel their way, in short, and, if possible, to carry the people with them. Once included in the settlement, however, the rate became part of the Government demand levied under legal sanction.

In the Province of Scinde, where we should have expected a more backward state of things, an additional rate of one anna in the rupee of land revenue and other sources is levied under a special law of the Bombay Code. The proceeds, which amount to about 23,000 rupees, are devoted in varying proportions at the discretion of the Commissioner to schools and other local objects of improvement of a general nature.

In the Presidency of Bombay, a local cess of one anna in the rupee, or 6¼ per cent. on the land assessment, has been introduced, and is now authoritatively levied in addition to the ordinary revenue. Two-thirds of this cess are, it is said, devoted to roads, and the remaining third to education. The assignment for schools, though not yet regulated by law, amounted in 1866-67 to about four lacs of rupees, and provides instruction to 80,000 scholars. The cess appears to be popular, and is said to be willingly paid, and this no doubt is so, owing to the support and encouragement afforded by the district officers. But the quasi-voluntary element is evidently of a very weak character, and it would be a grave mistake if the State were on this score to contribute from Imperial funds to supplement the cess.

It cannot, I think, be too often repeated that it is not the duty of the State to defray, from Imperial funds, the cost of providing useful and practical elementary knowledge to the great bulk of the people throughout this vast Continent. The Government of every country may, indeed, wisely and safely assume the effective control of popular education, but funds for this purpose must be supplied from local sources, either by an educational cess or in some other form.

I now turn to Madras, where the number of lower class schools is only 985, and the number of scholars 19,510. In that Presidency alone, an educational rate of a purely voluntary character is levied in a few of the districts; and I am free to admit, not, however, without much regret and disappointment, that the result is failure. To whatever cause the failure is to be attributed—whether to a want of unanimity among the inhabitants, of cordial co-operation between the educational and district officers, or to the absence of that personal influence which is the back-bone of every such measure for the social and moral improvement of the people of this country—this much is certain, that the lower and agricultural classes in Madras are not more enlightened generally than the masses in other parts of India; that the voluntary element is just as weak, and spontaneous united action for self-improvement quite as rare and impossible as is the case elsewhere. The fact is that the mass of the people are far too ignorant and indifferent to act for themselves, and it is, therefore, the duty of the State to undertake such matters in their behalf. My opinions in this respect have undergone no change since I obtained the permission of Government, 14 years ago, to set on foot the scheme of village schools in the Rajahmundry or Godavery district, upon which the subsequent legislative measure was founded. Practical experience, not in Madras only, but throughout India, establishes the fact that it is an almost impossible task to induce the mass of the people to move in any public matter. Such movements, even in more advanced countries, are only to be looked for from the intelligence and energy of the recognised representatives of the people; and though in the absence of such representatives it may be desirable to base our operations upon the feelings and wishes of the people, so far as they can be ascertained, it is too much to expect that the appreciation of the benefits of education will be so general as to insure the willing payment of a rate which can by any possibility be evaded. I am persuaded that the Government does not adequately fulfil its duty in allowing a measure of popular instruction to rest on so peculiar [illegible]is. Mr. Howell seems to be thoroughly right when he says that "no large system of [illegible]ary education can be placed on a sound and lasting footing except when the funds [illegible]ed by a measure which, however originated, is sufficiently compulsory to be inde-[illegible] individual caprice."

[illegible] the very unfavourable review recorded by the Madras Government of the [illegible]s Government, No. results of recent years, I am inclined to recommend that the operation of the Act, in the form in which it now runs, should be confined for the future to the larger towns in which intelligent persons can be found to work as Commissioners, under the direction of the district officers.

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I think it is to be regretted that advantage has not been taken of the new settlements still going on in some of the Madras districts, to provide for the levy of an educational cess in addition to the Government demand. A maximum cess of six pies in the rupee, equal in amount to that which is imposed by Act III. of 1866 for the construction and maintenance of district roads, might be gradually introduced without being felt by the people. I would submit to the Madras Government that it is expedient, even now, to modify the existing Act by surrendering, once for all, the voluntary element as unsuited to the agricultural classes, and in advance of the time, and to provide a general measure giving legal sanction to the imposition of a moderate compulsory school rate assessed as in Bombay, on the holders of Ryotwary and Inam land throughout the Presidency. The security of tenure now enjoyed by the owners of every description of landed property is an ample justification of such a measure. If the wishes of the people be carefully studied, and the cess, collected in the ordinary course by the revenue officers, is administered by well-selected district committees, as in Bombay and the North Western Provinces, there can be no reason to doubt that it will prove as acceptable and successful in Madras as elsewhere. It might be introduced gradually, or only in those districts where the local authorities are of opinion that it will be well received. Popular sympathy must be evoked through the direct influence and encouragement of the principal officers of each district; if those functionaries are allowed to neglect the duty of co-operation with the officers of the Educational Department, success is of course impossible.

The system of payment for results, recently introduced in some of the districts of Madras, has been attended with a certain measure of success; but the elementary education of the masses cannot be accomplished by any such means alone.

I have only to notice one other point of great interest and importance. I do not agree in the view that the Government has at any time withheld its "frank and cordial support" to female education. The importance of making provision for the instruction of the women of the country has never been lost sight of; but the immense difficulty of the subject in a country like India, where social habits and prejudices forbid the direct intervention of the State, has prevented the adoption of any systematic plan of operations. At different times, and in various ways, local projects have been set on foot, and real earnest efforts have been made to lead the people to appreciate the benefits of education for their girls; but the general apathy and indifference of the parents have paralysed the most energetic measures, and must continue to oppose a formidable obstacle which the unaided instrumentality of the State can never hope to overcome. With the hearty co-operation of the higher classes of cultivated Natives, the Government will in time achieve a larger measure of success. But it looks to energetic action and reasonable liberality, on the part at least of the educated representatives of the people, for proof of the sincerity of a general desire for the extension of female education. The fullest support and encouragement has been promised, and will be freely given, whenever the above conditions are fulfilled, to every scheme for providing schools, training institutions, and school mistresses, whether emanating from the Natives themselves, or originated by the local governments.

In addition to what is being done by the Government, it cannot be doubted that the missionary and other private bodies are quietly and unobtrusively doing a vast amount of valuable work in this direction, unaided by the State, and of which the statistics of public instruction take no account.

(signed) *G. N. Taylor.*

(No. 265.)

EXTRACT from the PROCEEDINGS of the Government of India, in the Home Department (Education), under date the 30th April 1868.

READ a Note by Mr. *A. P. Howell*, Under Secretary to the Government of India, on the state of Education in India for the year 1866-67.

OBSERVATIONS.

THE Governor General in Council considers that Mr. Howell's note deals comprehensively and in a fair and proper spirit with the various interesting questions connected with its subject. By a clear exposition of the educational systems, as introduced and worked under the different Governments and Administrations, it enables the Supreme Government to judge of the comparative merits of the several methods followed in different parts of the country.

2. Mr. Howell deserves the acknowledgments of the Government of India for his excellent note.

3. The most important questions that have now to be considered are those of the means by which provision ought to be made for giving elementary instruction to the agricultural classes, which form the great mass of the population in Madras and Bengal. The Governments of Madras and Bengal will be addressed separately on this subject.

ORDER.—Ordered That a copy of this resolution be communicated to Mr. Howell for his information; and that a copy of Mr. Howell's note be forwarded to the Governments of Bombay, Madras, Bengal, the North Western Provinces, and the Punjab; the Chief Commissioners of Oude, the Central Provinces, and British Burmah; the Resident at Hyderabad, and the Commissioner of Coorg, for information.

(True Extract.)

Secretary to the Government of India.

(Home Department.—Education.—No. 237.)

From *E. C. Bayley*, Esq., Secretary to the Government of India, to the Secretary to the Government of Bengal.

Sir, Fort William, 25 April 1868.

IN continuation of my letter, No. 5876, dated 28th October last, I am directed to request the attention of his Honor the Lieutenant Governor to the urgent necessity which, in the opinion of the Governor General in Council, now exists for providing from local sources the means of extending elementary education in Bengal, and for the construction and maintenance of roads and other works of public utility.

2. While there is no province in India which can bear comparison with Bengal in respect of the progress made in the higher branches of education by a considerable section of the upper classes of the community, the Governor General in Council has long observed with regret the almost total absence of proper means of provision for the elementary education of the agricultural classes which form the great mass of the population.

The contrast in this respect between Bengal and other provinces is striking. In Bengal, with a population that probably exceeds 40 millions, the total number of pupils in the lower class Government and aided schools was, in 1866–67, only 39,104. In the North Western Provinces, with a population under 30 millions, the number of pupils in schools of a similar class was 125,394. In Bombay, with a population of 16 millions, the number was 79,189. In the Punjab, with a population of 15 millions, it was 62,355. In the Central Provinces, with a population of 8½ millions, it was 22,600. Nor does there seem to be any probability that these proportions will hereafter become more favourable to Bengal, although the measures that have lately been taken for the encouragement of vernacular education by means of the system of training masters in the so-called indigenous schools have been more or less successful. The means of affording elementary instruction appear to be increasing with far greater rapidity in other provinces. It is shown by Mr. Howell's note on the state of education in India in 1866–67, that in Bombay the annual increase in the number of schools and of scholars is most remarkable. In the North Western Provinces, in the Punjab, and in the Central Provinces, constant progress is being made. In Oude, where educational operations only commenced a few years ago, the Director of Public Instruction expects before very long to see "a school, under a well-trained and fairly paid teacher, within two-and-a-half miles of every child in the province."

3. The Governor General in Council feels that it would not be right to evade any longer the responsibility, which properly falls upon the Government, of providing that the means of obtaining at least an elementary education shall be made accessible to the people of Bengal. He feels that this responsibility must be accepted in this, as in other provinces, not only as one of the highest duties which we owe to the country, but because among all the sources of difficulty in our administration, and of possible danger to the stability of our Government, there are few so serious as the ignorance of the people.

4. In Bengal, at least, the Government cannot be charged with having done too little for the encouragement of the higher branches of education. The expenditure in 1866–67 on Government and aided schools, mostly of a superior class, was nearly 250,000 *l.*, of which more than 150,000 *l.* was contributed by the State. The Government is entitled to say, quoting the words of the Home Government in the well-known Despatch of 1854, that it has done "as much as a Government can do to place the benefits of education plainly and practically before the higher classes" of Bengal. It may, indeed, be a question whether the Government has not done too much; for, as the Secretary of State wrote in 1864, the true principle by which the expenditure of the Government upon education ought to be governed is this: "That, as far as possible, the resources of the State should be so applied as to assist those who cannot be expected to help themselves, and that the richer classes of the people should gradually be induced to provide for their own education."

However this may be, whether we have done in this respect more than was necessary or not, the duty that remains to be performed is clear. It was described as follows in the Despatch of 1854, which has been quoted above: "Our attention should now be directed to a consideration if possible still more important, and one which has been hitherto, we are bound to admit, too much neglected, namely, how useful and practical knowledge, suited to every station in life, may be best conveyed to the great mass of the people who are utterly incapable of obtaining any education worthy of the name by their own unaided efforts."

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5. While the Governor General in Council is not content to bear any longer the reproach that almost nothing has been done for the education of the people of Bengal, it is altogether out of the question that the Government can provide the funds without which the removal of that reproach is impossible. The Government of India has given ample proof of its desire to do everything in its power for the encouragement of education. Fourteen years ago, as Mr. Howell has said in his valuable note, there were "no universities in India, and no educational departments; there were only 14 Government colleges for general education; elementary vernacular education had only been attempted with any degree of success in the North West Provinces and Bombay; there were no grant in aid rules; * * * there were no normal schools; female education had not been attempted by the State at all, and the total annual grant for education in all India was 98,721 *l.* At that time there were not 40,000 pupils in all the Government colleges and schools in India. At the present time the total number of pupils in Government and in aided schools is probably 630,000, and the estimate of the expenditure upon education, science, and art amounts for the current year to 904,000 *l.*

6. It is evident that if the Imperial expenditure on education be allowed to go on increasing much longer at the present rate, the result must be a serious aggravation of the financial difficulties of the Government. The legitimate and unavoidable demands for the encouragement of education will be at all times very heavy, and it will be hard enough to meet them without incurring expenditure which need not fall upon the State. "As a matter of fact," as it was stated in my letter of the 28th October last, "the State has never undertaken to provide funds for the education of the mass of the people" in any part of India, nor is it prepared to undertake to do so in Bengal. It is only by acting on a totally different principle that so much has been accomplished in other provinces. The Governor General in Council thinks that it is now desirable to declare distinctly that this is a subject which in future the Government will not consent even to discuss. While the Governor General in Council will always be ready to view in the most liberal spirit all questions that may arise, and to afford every help that the Government can reasonably be expected to give, he will decline in future to listen to any proposition, the effect of which would be to throw upon the State the main burthen of the cost of educating the people of Bengal. The only way in which that cost can be met is, unless some voluntary arrangement be possible, by means of local taxation specially imposed for the purpose.

7. The Home Government, in the Despatch of 1859, pointed to "the levy of a compulsory rate as the only really effective step to be taken." "The appropriation," it was stated, "of a fixed proportion of the annual value of the land to the purpose of providing such means of education for the population immediately connected with the land seems, *per se*, unobjectionable; and the application of a per-centage for the construction and maintenance of roads appears to offer a suitable precedent for such an impost."

The Despatch then referred, in terms which are not altogether applicable at the present time, to the manner in which this principle had been already acted on in the North Western Provinces, and went on to say, with special reference to Bengal, that "it seems not improbable that the levy of such a rate under the direct authority of the Government would be acquiesced in with far more readiness and with less dislike than a nominally voluntary rate proposed by the local officers."

8. This principle has been already carried out in Bombay, in the North Western Provinces, in Oude, in the Central Provinces, and in the Punjab. Although the educational cess in those Provinces is imposed as a per-centage on the Government demand, it is, as was stated in my letter of the 28th October last, "clearly taken from the proprietors of the soil as a separate tax for special local purposes." Not only can there be no reason why a similar tax should not be imposed for similar purposes in Bengal; but, in the opinion of the Governor General in Council, there is no part of India in which the proprietors of the land can be so justly expected to bear local burdens of this nature.

9. The Governor General in Council is aware that it has been sometimes asserted that the imposition of such a tax would be an infringement of the conditions under which the permanent settlement of the land was made. He does not think, and he believes that his Honor the Lieutenant Governor will concur in this opinion, that there is any necessity for argument to show the futility of such assertions. Similar objections were made to the imposition of the income tax, and they are as groundless in the one case as in the other. It must, however, be admitted, that if an educational cess were levied in Bengal as a per-centage on the Government demand, it would, in the eyes of those who were not well acquainted with the true state of the case, have very much the appearance of an enhancement of the assessment imposed upon the land at the time of the permanent settlement. It is desirable, if possible, that the tax should be levied in such a manner as to give no occasion for any misconception of this kind.

10. The Governor General in Council believes also that there are other and more important reasons which would probably render it unadvisable to assess the tax as a per-centage on the Government demand. It is well known that in Bengal, the amount of the Government revenue has ceased to be any index whatever to the actual annual value of estates. This being the case, the amount of the revenue cannot form an equitable basis for new taxation. This difference between Bengal and provinces where a permanent settlement of the revenue has not been made was fully recognised in the Income Tax Act, and it appears equally right to recognise it in the present instance.

11. Almost the same reasons which have led the Governor General in Council to consider it necessary to provide for elementary education in Bengal by means of taxation specially imposed for the purpose, have satisfied his Excellency that similar measures are necessary to provide for the construction of roads and other public works of local utility, the cost of which in other provinces falls not upon Imperial but on local funds. In the North Western Provinces, in the Punjab, and in Oude, the proprietors of land pay on this account a tax amounting to one per cent. on the Government demand. They pay the same in the permanently settled districts of the Benares division. In the Central Provinces, they pay two per cent. In Madras, the rate may be as much as 3¾ per cent. In Bombay, assuming that one-half of the cess lately imposed is devoted to roads, the proprietors of land pay at the rate of 3¾ per cent. In Bengal, they pay nothing, although there is no part of India in which the means of the landholders are so large, in which the construction of roads and other works of local improvement is more urgently required, or in which such works have hitherto made so little progress.

12. It was pointed out in my letter of the 28th October last, that in the permanently settled districts of the Benares division of the North Western Provinces, between which and the permanently settled districts of the Lower Provinces, the most complete analogy exists, the proprietors of the soil had voluntarily agreed to the imposition of an educational cess, on condition that the Government should give an equal amount; it was added that the Governor General in Council would be glad if the zemindars of Bengal could be similarly brought to tax themseves for vernacular education, and that in such case, without pledging the Government to any specific condition, his Excellency would willingly give such aid as the finances of the Empire could from time to time fairly afford. Those remarks are equally applicable to the question of local taxation for the construction and maintenance of roads.

13. If, however, in either or both of these cases, it should be found impracticable to provide, by any such voluntary arrangement, the means of meeting the necessary expenditure, the Governor General in Council is decidedly of opinion that recourse should be had to legislation, and that a special tax should be imposed for these purposes upon the landholders of Bengal. Possibly, his Honor the Lieutenant Governor may not agree with all the reasons which have led the Governor General in Council to this conclusion, but his Excellency hopes that the conclusion itself will be accepted by his Honor as proper and necessary, and that his Honor will take measures for speedily carrying it into effect.

14. With regard to the details of the measures that will be required, it is not necessary that much should now be said by the Governor General in Council. Such details can be far better considered by the local government by which the money will be raised, and by which it will be expended. There is only one remark on this part of the subject which the Governor General in Council thinks it necessary now to make. The reasons have been stated which appear to render it undesirable that the proposed tax should be imposed as a per-centage on the Government Land Revenue. Taking into consideration the great urgency of the objects in view, and the wealth of the classes on whom the tax will fall, the Governor General in Council is of opinion, that the amount levied ought not to be less than two per cent. on the net assets, or gross rental of the land. This is the rate at which cesses are imposed for the same purposes, in the Central Provinces; and, as was stated in my letter of the 28th October last, it appears to the Governor General in Council, that at least as heavy a tax may fairly be imposed in Bengal.

15. The Governor General in Council now leaves this subject in the hands of the Lieutenant Governor, and he feels complete confidence that his Honor will carry out the measures which have been indicated in the manner which their great importance demands.

I have, &c.
(signed) *E. C. Bayley,*
Secretary to the Government of India.

(No. 292.)

Government of India.—Home Department.—Education.

To the Secretary to the Government of Fort Saint George.

Sir, Simla, 27 May 1868.

In continuation of the Resolution of this Department, dated the 30th ultimo, No. 265, I am directed to make the following observations in regard to the provision of elementary instruction for the agricultural classes in the Madras Presidency. A communication on the same subject has already been made to the Government of Bengal, and as it contains a general expression of the views of the Government of India, and is, to a certain extent, applicable to the circumstances of Madras, a copy of it is herewith forwarded for information.

2. The

2. The Governor General in Council understands that an educational rate of a purely voluntary character has been levied in a few districts of the Madras Presidency since 1864-65, and that during this period 84 rate schools with 2,802 scholars have been established. It does not appear that these schools are entirely devoted to the diffusion of elementary education among the masses, although, judging from the preamble of the Act under which they were founded, such no doubt was their primary object. These schools have been established under the Madras Act VI. of 1863, but his Excellency in Council is constrained to record his opinion that this Act has altogether failed in the main object for which it was passed—the education of the mass of the population.

3. To whatever special causes the failure is attributable, it can hardly be a matter of surprise that the people, generally in Madras, are not more eager for vernacular education than in other parts of India. It may be said, in fact, that in no instance has any purely voluntary system of elementary education for the masses attained extensive development in this country, and it would appear that the voluntary element is just as weak, and spontaneous united action for self-improvement quite as rare in Madras as elsewhere. The Governor General in Council is accordingly of opinion that the supply of general vernacular instruction should not be allowed to rest on so precarious a basis.

4. The attention of the Madras Government is requested to the remarks made in paragraphs 31 to 34 of Mr. Howell's note regarding the difficulties that are reported to have arisen in the application and extension of the Madras local Act, and the marked contrast between it and the result of the Hulkabundee system in the North Western Provinces, and those of the recently imposed cess in Bombay. Looking to these difficulties, his Excellency in Council concurs with the Government of Madras in the conclusion recently expressed, that the operation of the Act, in its present form, should be confined, for the future, to the larger towns in which intelligent persons can be found to work as Commissioners under the direction of the district officers.

5. The other system in the Madras Presidency, for the diffusion of elementary education, appears to be that of payment by results. But the Governor General in Council doubts whether any extensive development among the masses of the people, in any reasonable time or at any reasonable cost to the State, can be anticipated from this system. See para. 35 of Mr. Howell's Note.

6. I am, therefore, directed to suggest, for the earnest and immediate attention of his Excellency the Governor in Council, whether the time has not now come for the introduction into Madras of an educational cess on the model of that which exists, and has worked so successfully in Northern and Western India. It is, perhaps, to be regretted that advantage has not been taken of the new settlement now in progress throughout some of the Madras districts to provide for the levy of such a cess in addition to the Government demand. It is believed that a maximum cess of six pies in the rupee, equal in amount to that which is imposed by Act III. of 1866, for the construction and maintenance of district roads, might be gradually introduced without being unduly felt by the people. Or possibly even now it might be expedient to modify the existing Act by surrendering, once for all, the purely voluntary element as unsuited to the agricultural classes, and in advance of the time, and to provide a general measure giving legal sanction to the imposition of a moderate compulsory school rate assessed, as in Bombay, on all the holders of lands whether paying revenue or held in jagire or inam throughout the Presidency. The security of tenure now enjoyed by the owners of every description of landed property is, in the opinion of the Government of India, an ample justification of such a proceeding.

7. The Governor General in Council believes that, if the wishes of the people are carefully studied, and the cess is collected in the ordinary course by the revenue officers, and is administered under the supervision of well-selected district committees, as in Bombay and the North Western Provinces, it will prove as acceptable and successful in Madras as elsewhere. It might be introduced gradually, and at first only, in those districts where the local authorities are of opinion that it will be well received. Popular sympathy should, of course, be evoked through the direct influence and encouragement of the principal officers of each district, as, if those functionaries are allowed to neglect the duty of co-operation with the officers of the Educational Department, success will be impossible.

8. With these remarks the Governor General in Council will leave this important question to the further consideration of the Madras Government, and I am to express a hope that an early report may be submitted as to the measures which his Excellency the Governor in Council would initiate for the attainment of the object in view.

I have, &c.
(signed) *E. C. Bayley,*
Secretary to the Government of India.

(No. 8 of 1868.)

Government of India.—Home Department.—Education.

To the Right Honourable Sir *Stafford H. Northcote*, Bart., Her Majesty's Secretary of State for India.

Sir, Simla, 9 June 1868.

REFERRING to our Secretary's letter to the Government of Bengal, No. 237, dated the 25th April 1868, which formed one of the enclosures of our Despatch No. 7, dated the 2nd instant, we transmit for your information a copy of the correspondence marginally noted, relative to the proposed imposition of local taxation for the purpose of providing funds for the extension of elementary education among the agricultural classes in the Lower Provinces of Bengal.

From Bengal, No. 1520, dated 13 May 1868, and enclosure.
To Bengal, No. 311, dated 6 June 1868.

We have, &c.
(signed) *John Lawrence.*
W. R. Mansfield.
G. N. Taylor.
H. M. Durand.
H. S. Maine.
John Strachey.
Richard Temple.

(Financial.—No. 1520.)

From *H. L. Dampier*, Esq., Officiating Secretary to the Government of Bengal, to the Secretary to the Government of India, Home Department.

Sir, Fort William, 13 May 1868.

WITH reference to your letter, No. 237, dated 25th April, I am directed to say that the Lieutenant Governor will apply himself to the consideration of the measures necessary for the imposition of such local taxation as has been ordered by the Government of India; but that it is impossible that so important a measure can be brought forward during the present sittings of the Bengal Council.

2. A copy of a letter which has been addressed to the British Indian Association on the subject, is forwarded for the information of the Governor General in Council.

I have, &c.
(signed) *H. L. Dampier,*
Officiating Secretary to the Government of Bengal.

(Financial.—No. 1521.)

From *H. L. Dampier*, Esq., Officiating Secretary to the Government of Bengal, to the Secretary to the British Indian Association.

Sir, Fort William, 13 May 1868.

I AM directed to forward copy of a letter No. 237, dated 25th April, addressed by the Government of India to this Government, and to request that it may be laid before the Association.

2. The Lieutenant Governor has no doubt that their own knowledge of the requirements and circumstances of these provinces, no less than the comparative statistics given in the letter from the Government of India, will lead the Association to give a ready assent to the conclusion that it is necessary to adopt effective measures for extending the "elementary education of the agricultural classes which form the great mass of the population."

3. The 6th paragraph of the letter from the Government of India expresses strongly the conclusion of the Governor General in Council that means for such an extension must not be looked for from the State. On the other hand, the Lieutenant Governor is satisfied that any attempt to raise so large a sum as is required under the name of voluntary contributions, would be objectionable and futile.

4. It remains, therefore, to consider the means of carrying into effect the alternative measure which is suggested by the Government of India, viz., to raise the necessary funds "from the proprietors of the soil as a separate tax for special local purposes." That a tax specially levied for the education of the agricultural classes should fall on the land is evident. The reasons given in the 9th and 10th paragraphs of the letter from the Government of India against

against levying such a tax in the shape of a per-centage on the Government demand are so strong as, in the opinion of the Lieutenant Governor, to outweigh the great convenience and simplicity with which such a per-centage could be levied. Obviously, the only equitable mode of levying the tax will be to impose it on the actual profits which are now drawn from the land; and to distribute its incidence in proportion to the share of those profits which is derived by the possessors of every beneficial interest in the land, whether he be zemindar, lakhirajdar, putneedar, farmer, holder of an intermediate tenure of any description, or actual cultivator occupying his land without paying rent at the full market rate of the present day, that is, at any rate of rent short of that which would be demanded for it from tenant-at-will.

5. It remains for this Government to decide upon the most practicable and equitable means of assessing such a tax; and on the most economical and least vexatious mode of collecting it. On both these points the views of the Association would derive value from their special knowledge and the position they occupy; and the Lieutenant Governor desires me to request that he may be favoured with such suggestions as they may think proper to make.

6. A portion of the tax when imposed, would be devoted to meeting the local requirements for the maintenance and improvement of communications, which have grown to such an extent as to exceed any provision which can be made for them from the Imperial funds.

I have, &c.
(signed) *H. L. Dampier*,
Officiating Secretary to the Government of Bengal.

(No. 311, dated 6th June 1868.)

From *E. C. Bayley*, Esq., Secretary to the Government of India, Home Department, to the Officiating Secretary to the Government of Bengal.

I AM directed to acknowledge the receipt of your letter, No. 1520, dated the 13th ultimo, relative to the proposed imposition of local taxation for the purpose of providing funds for the extension of elementary education among the agricultural classes of the Lower Provinces.

2. It has been already stated in the last paragraph of my letter, No. 237, dated the 25th April last, that the Government of India leaves this important subject in the hands of the Lieutenant Governor, and that it has complete confidence that his Honor will carry out the necessary measures in the manner which their great importance demands.

3. While the Government of India concurs with the Lieutenant Governor, in the opinion that the proposed measures cannot be brought forward during the present session of his Honor's Council, it hopes that no delay will be allowed to take place which can properly be avoided, it being on all grounds highly advisable that a question of this nature, which will be of great interest to the most influential class of the Native population of Bengal, and which is of high importance to the progress of the country, should not remain pending longer than is absolutely necessary.

(Educational.—No. 22.)

To His Excellency the Right Honourable the Governor General of India in Council.

Sir, India Office, London, 28 October 1868.

THE Despatch of your Excellency in Council, dated 2nd of June, No. 7 of 1868, forwarding copy of a "Note on the state of Education in India, in 1866-67," prepared by Mr. A. P. Howell, and also some documents on the subject of providing the means of elementary education in Bengal and Madras from local taxation, has been considered by me in Council.

2. I have read with the greatest interest Mr. Howell's valuable Note.

3. I fully approve of your proceedings in addressing the Governments of Bengal and Madras on the subject of supplying the means of elementary education for the agricultural classes from local taxation. I shall await with interest your further communications on this question.

I have, &c.
(signed) *Stafford H. Northcote.*

(No. 9 of 1868.)

Government of India.—Home Department.—Education.

To the Right Honorable Sir *Stafford H. Northcote*, Bart., Her Majesty's Secretary of State for India.

Sir, Simla, 7 July 1868.

We have lately taken into consideration the expediency of encouraging Natives of India to resort more freely to England for the purpose of perfecting their education, and of studying for the various learned professions, for the Civil Service, or for other public employment in this country. To facilitate this most important object, we propose to create a certain number of scholarships of 200 *l.* a year each, tenable for three years, on condition of residence in Great Britain during that period.

2. The proportions in which we propose to distribute these scholarships, and the conditions under which they are to be held, are fully explained in the accompanying copy of a Resolution,* which we have recorded on the subject, and circulated amongst those local governments and administrations, at the disposal of which we propose to place these annual scholarships. We will in due course communicate to you the suggestions which our orders may elicit as to the best method of carrying out the measure.

* No. 360, dated 30th June 1868.

3. Meanwhile we trust that you will render us your assistance in the promotion of the object in view by causing suitable arrangements to be made as to the selection of educational institutions fitted in every respect for the reception of the young men to whom these scholarships may be awarded. We would draw your attention to the 5th paragraph of our Resolution, from which you will perceive that we have thought it advisable to give to each scholar the power to select, once for all, the course of study he will pursue in England. Should a scholar wish to take a Degree at either of the Universities of Oxford or Cambridge, all that will probably be needed, seems to be to ascertain what colleges are willing to receive Native undergraduates, and to enter the scholar at one or other of such colleges. If, however, the scholar should select a line of study which can only be followed at a University not having a collegiate system, or if he personally would prefer such a University, he ought, in our opinion, to be confined to Universities in connection with which some provision can be made for securing the domestic comfort of the scholars, and for watching and controlling their actions.

4. We propose that the scholarships should be assigned on the 31st of December of every year, and if suitable arrangements in England can be completed in time to permit of this being done, that the first awards be made in December next.

We have, &c.

(signed) *John Lawrence*,
W. R. Mansfield,
G. N. Taylor,
H. M. Durand,
H. S. Maine,
John Strachey,
Richard Temple.

(Home Department.—No. 360.)

Extract from the Proceedings of the Government of India in the Home Department (Education), under date the 30th June 1868.

Resolution:

The Governor General in Council, having considered the expediency of encouraging natives of India to resort more freely to England for the purpose of perfecting their education, and of studying for the various learned professions, or for the civil and other services

services of this country, believes that this most important object would be facilitated by creating a certain number of scholarships, to be held on condition of a residence in Great Britain.

His Excellency in Council proposes that nine such scholarships shall, until further notice, be yearly given by the Local Governments and Administrations, in the proportions marginally noted, and under the following conditions:—

Madras	2
Bombay	2
Lower Bengal	2
N. W. Provinces	1
Punjab	1
Oude & Centre Provinces alternately	1

Each scholarship would entitle the holder to an allowance of 200 *l.* per annum, payable from the date of his arrival in England, and would be tenable for three years. No candidate should be less than 16 or more than 20 years of age. Each candidate to whom a scholarship should be awarded would be required to proceed to England within a reasonable period from the date of his nomination, and to reside there for a period of three years, unless compelled to return sooner by ill health.

Each scholar would receive the sum of 150 *l.* for passage money and outfit on leaving India, and a similar sum payable within one month before his actual return to India, if he should complete the full period of three years' residence, or be compelled by sickness to return before the completion of such period.

It is intended to reserve to the scholars the power of selecting, once for all, the course of study to be followed by them in Great Britain. Each scholar would be required to bind himself by a written engagement to submit to such regulations as may from time to time be framed by the Secretary of State for India for the guidance of the scholars, in respect of the educational institutions in connection with which their studies are to be pursued, and in respect of the manner in which they are to be connected with such institutions.

The object of the Government in creating these scholarships is not only to afford to the students facilities for obtaining a University degree, and for passing the competitive examination for admission into the Indian civil service, but also to enable them to pursue the study of the law or medicine, or civil engineering, and otherwise to prepare themselves for the exercise of a liberal profession.

Every scholar who, not being disabled by sickness, failed to complete a residence of three years in Great Britain, or who might be guilty of gross misconduct, or disregard of the rules prescribed for his guidance, would, at the discretion of Her Majesty's Secretary of State for India, forfeit his scholarship and further be liable to refund the sum of 150 *l.* drawn by him as outfit and passage money.

The Governor General in Council is of opinion that, considering the present state of education in India, and the general condition of the people, it is not advisable to award the scholarships wholly upon the principle of open competition.

It is of great social and political importance to give to the sons of native gentlemen of rank and position a larger share of the advantages now offered than they would be likely to obtain under such a system.

In Madras, Bombay, and Lower Bengal, one scholarship would be annually awarded on the principle of competition. For the remaining six scholarships, the Local Governments and Administrations would nominate persons whom they may consider to be duly qualified. In both cases the awards would be made under regulations to be framed by the Local Governments, with the approval of the Governor General in Council. No one should be selected who is not of ascertained good moral character, and who does not appear to be physically capable of undergoing the course of life and study which he will have to follow in Europe.

It would in every case be an indispensable condition that the selected candidate should be a good English scholar, able to read, write, and speak the English language with fluency and accuracy.

His Excellency in Council would propose that the scholarships should be assigned on the 31st of December of every year. If the arrangements in England can be completed in time to permit of this being done, the first awards would be made in December next.

(True Extract.)

(signed) *E. C. Bayley.*
Secretary to the Government of India.

(Home Department.—Education.—No. 39—361-67.)

From *E. C. Bayley*, Esq., Secretary to the Government of India, to Chief Secretaries Madras and Bombay, and Secretaries Bengal, N. W. P., and Punjab, Chief Commissioners Oude and Central Provinces; dated Simla, the 30th June 1868.

Sir,

I AM directed to forward the accompanying copy of a Resolution proposing to place a certain number of scholarships at the disposal of the different Local Governments and Administrations, for the purpose of being bestowed upon natives of India, on condition of their residing in Great Britain, and studying for the various learned professions, or for the Civil and other services in this country.

2. In forwarding this Resolution, I am directed to state that the Governor General in Council will be glad to have at an early date *the opinion of his Excellency the Governor in Council, / the opinion of the Lieutenant Governor, of the scheme generally, and any suggestions which he may wish to offer as to the best method carrying out the measure.

*[*Or*, "your opinion of the scheme generally, and any suggestions which you may wish to offer," &c.]

The Secretary of State will be addressed, with a view to suitable arrangements being made for the reception and supervision of the young men on their arrival in England.

4. With regard to the scholars to be selected by competition, I am to add that it will probably be expedient to make use of the machinery of existing educational institutions. It might, for instance, be a good plan to offer the scholarships to the first class of those who pass their first examination in Arts, in order of merit, provided that they are otherwise capable of fulfilling the prescribed conditions.

I have, &c.
(signed) *E. C. Bayley,*
Secretary to Government of India.

(Educational.—No. 19.)

To His Excellency the Right Honourable the Governor General of India in Council.

Sir, India Office, London, 22 September 1868.

Para. 1. THE Despatch of your Excellency in Council, dated 7th of July, No. 9 of 1868, submitting a scheme for the establishment of scholarships having for their object the encouragement of Natives of India to resort more freely to England for the completion of their education, and for preparation for the learned professions, the Civil Service, and other public employment, has been considered by me in Council.

2. Approving, as I do, of the principle of this proposal, it is impossible to help perceiving that the present scheme involves the necessity of considering many important collateral questions. It would have been better to have discussed these fully in communication with the Home Government before giving to the proposal that publicity which it has met with in India. But I will take an early opportunity of addressing you fully on the subject, and shall await with interest the further suggestions on the subject which your Excellency in Council promises to transmit.

I have, &c.
(signed) *Stafford H. Northcote.*

(No. 14 of 1868.)

Government of India.—Home Department.—Education.

To the Right Honourable Sir *Stafford H. Northcote*, Bart., Her Majesty's Secretary of State for India.

Sir, Simla, 18 September 1868.

IN continuation of our Despatch, No. 9, dated the 7th July last, we transmit, for your information, copies of the replies* we have received from the local Governments and Administrations noted on the margin, to our Resolution of the 30th June, on the subject of encouraging Natives of India to resort more freely to England for the purpose of perfecting their education, and of studying for the various learned professions, or for the Civil and other services in this country.

2. We also transmit a copy of the Resolution† which we have recorded on the replies above mentioned, and we beg your attention to the 7th paragraph of the document.

3. The

* From Government of Fort St. George, No. 299, dated 26 August 1868, and enclosure.
From Government of Bengal, No. 4210, dated 28 August 1868, and enclosures.
From Government of the North Western Provinces, No. 426 A., dated 27 July 1868, and enclosure.
From Chief Commissioner of Oudh, No. 2824, dated 9 July 1868.
From Chief Commissioner of the Central Provinces, No. 2412-217, dated 30 July 1868.

† Dated 18 September 1868.

3. The Governments of Bombay and the Punjab have not yet communicated their views on the scheme contained in our Resolution of the 30th June. Their replies shall be forwarded to you when received.

We have, &c.

(signed) *John Lawrence,*
W. R. Mansfield,
G. N. Taylor,
H. S. Maine,
John Strachey,
R. Temple,
H. W. Norman.

(Educational Department.—No. 299.)

From the Honourable *R. S. Ellis,* C.B., Chief Secretary to the Government of Fort Saint George, to the Secretary to the Government of India.

Sir, Home Department, Simla.

I AM directed to acknowledge the receipt of Mr. Secretary Bayley's letter, dated 30th June last, No. 39-361, communicating a Resolution of the Government of India proposing to place a certain number of scholarships at the disposal of the different local Governments and Administrations for the purpose of being bestowed upon natives of India on condition of their residing in great Britain, and studying for the various learned professions, or for the civil and other services in this country.

2. As regards the scheme generally, I am to observe that, in the opinion of this Government, the pecuniary inducements held out by the proposed scholarships are hardly necessary in the case of young men belonging to Native families of wealth and position; and in the case of other Natives, this Government would prefer offering facilities for visiting England to men who had attained a certain position in the public service, and whose characters were more or less established and known, rather than to boys or very young men, with a view to the completion of their education.

3. It appears to the Government that that part of education which consists in the study of books and the acquisition of information, can be pursued by the Natives of India with a very fair measure of success in their own country, and that the advantages which may be gained by contact with society possessing a higher intellectual and political development would be more readily obtained by men of somewhat mature years, than by youths sent to England as Government scholars.

4. These remarks, I am to observe, have reference to the general question of the age at which Natives of India can most advantageously visit England, and are, of course, inapplicable to that part of the scheme which has for its object to facilitate the preparation of Natives to compete, under the existing rules, for the Indian Civil Service.

5. This Government concur in thinking that the scholarship to be awarded upon competition should, as suggested in Mr. Secretary Bayley's letter, be assigned to the candidate who, beside fulfilling the other conditions prescribed in the Resolution of the Government of India, stands highest in the 1st class of the first examination in arts immediately preceding the award.

6. I am to request, with reference to paragraph 3 of the enclosed copy of a letter from the Director of Public Instruction, an explanation of the term "Native of India," it being doubtful whether this term includes East Indians as well as pure Natives. It will be observed that the Director of Public Instruction is of opinion that East Indians will gladly avail themselves of the liberality of the Supreme Government, whereas he considers that it will be some time before persons of the Hindoo religion, of good social position, will come forward as candidates for the proposed scholarships. 4th Augnst 1868, No. 1734.

I have, &c.

Fort Saint George, 26 August 1868. Chief Secretary.

From the Director of Public Instruction to the Chief Secretary to Government, Fort Saint George; dated Madras, 4 August 1868, No. 1734.

I HAVE the honour to reply to Government Order, No. 265, of the 24th ultimo.

2. It appears to me that the scholarship to be awarded upon competition in the Madras Presidency might, as is suggested in Mr. Secretary Bayley's letter, be assigned to the candidate who, beside fulfilling the other conditions prescribed in the Resolution of the

Government of India, stands highest in the 1st class of the first examination in arts, immediately preceding the award.

3. I presume that, as is the case with the Gilchrist scholarship, the term "Natives of India," includes East Indians as well as pure Natives; at the same time, I do not feel certain upon the subject, and I would suggest that an inquiry should be made of the Government of India as to the meaning they attach to the phrase. I have no doubt that East Indians will gladly avail themselves of the liberal proposal of the Supreme Government; but I doubt if unconverted Hindoos, holding a good social position, will, for some time at least, come forward as candidates.

4. I do not see that any regulations other than those proposed by the Government of India, with the addition of the above, are required.

(Education—No. 4210.)

From *H. L. Harrison*, Esq., Junior Secretary to the Government of Bengal, to the Secretary to the Government of India, Home Department.

Sir, Fort William, 28 August 1868.

I AM directed to acknowledge the receipt of your letter, No. 39-363, dated the 30th June 1838, with its enclosure, asking for the Lieutenant Governor's opinion on the best method of carrying out the proposed scheme to award scholarships to Natives of India, on condition of their residing in Great Britain and studying for the various learned professions, or for the Civil and other Services in this country.

2. In reply I am to forward, for the information of his Excellency the Governor General in Council, the accompanying copy of the correspondence* on the subject, so far as the scheme relates to this Presidency, and to state that the Lieutenant Governor concurs generally in the opinions expressed by the Director of Public Instruction, except in the matter of the second scholarships, for which the local Government will nominate persons whom they may consider to be duly qualified. This his Honor would dispose of exactly as proposed by the Government of India. Such an arrangement will leave it quite open to the local Government to take the course suggested by Mr. Atkinson, should it at any time seem desirable to award the second scholarship also in accordance with the result of the examination.

*1. To Director of Public Instruction, No. 4381, dated 15 July 1868.
2. From Director of Public Instruction, No. 3616, dated the 8th instant.

I have, &c.
(signed) *H. L. Harrison*,
Junior Secretary to the Government of Bengal.

(Education.—No. 3481.)

From *H. L. Harrison*, Esq., Junior Secretary to the Government of Bengal to the Director of Public Instruction.

Sir, Fort William, 15 July 1868.

I AM directed to forward to you copy of a letter, No. 39-363, dated the 30th ultimo, with enclosure, from the Secretary to the Government of India, Home Department, and to request that you will be so good as to favour the Lieutenant Governor with your opinion on the subject, and more especially on paragraph 4, regarding the selection of scholars in accordance with the results of the University First Arts Examination.

I have, &c.
(signed) *H. L. Harrison*,
Junior Secretary to the Government of Bengal.

From *W. S. Atkinson*, Esq., M.A., Director of Public Instruction, to the Secretary to the Government of Bengal (No. 3616); dated Fort William, 18 August 1868.

Sir,

I HAVE the honour to acknowledge the receipt of your letter, No. 3481, dated 15th July, forwarding a resolution of the Governor General in Council regarding the establishment of a number of scholarships for natives of India, to be held on condition of residence in Great Britain, and requesting my opinion on the arrangements to be made for the award of these scholarships.

2. In Lower Bengal two such scholarships are to be awarded annually, and it is proposed that one of these shall be thrown open to public competition, and that the other shall

shall be filled by a person selected and nominated by the Lieutenant Governor. I am not certain that the reasons given for restricting public competition to one of the two scholarships have any great weight in reference to the state of things existing in the Lower Provinces; and I think it doubtful whether the Lieutenant Governor will be able to find eligible candidates of the class intended, to whom the pecuniary advantages offered would be so attractive as to induce them to visit England and reside there for the specified term of three years, when they were not otherwise prepared to adopt such a course of education. On this point, however, his Honor is no doubt better informed than I can be, and I would therefore only suggest that it should be distinctly understood that it is left optional with him at any time to throw open the second scholarship to competition in the same manner as the first. There is obviously nothing in the Government Resolution to prevent the adoption of such a course, and I am inclined to think that in these provinces it will be found the most suitable arrangement.

3. As regards the manner in which the competition shall be conducted, it has been urged by the Principal of the Presidency College and other educational officers, whose opinions I have consulted, that a special examination should be held for these valuable prizes open to undergraduate students at the end of their third year, that is to say, at the end of one year after they have passed the first examination in arts. It is argued that the students would improve more at that stage of their education by an additional year in a college in India than they would in the same time in England, and that by this arrangement they would be in a better position for profiting by the advantages that will be opened to them for pursuing a more advanced course of study in England than if the scholarships were awarded a year earlier on the results of the first examination in arts, as suggested by the Government of India. There is no doubt force in the argument; but considering that the maximum age for admission to the Civil Service Examination is 22, and that the maximum age of the competitors for the scholarships has been fixed at 20, with reference, no doubt, to the limit laid down in the rules for the Civil Service Examination; and considering that, under existing regulations, the average rate of candidates at the first arts examination is probably nearer 19 than 18, I am on the whole disposed to recommend that, for the present at least, we should allow the competition to be decided by the first examination in arts, as suggested in the 4th paragraph of Mr. Bayley's communication.

4. Instead, however, of *offering* the scholarships to the candidates who pass this examination in order of merit, it would be expedient to require, as in the case of other scholarships, that special application should be made to this department for permission to compete, at least a month before the examination, by every student who wishes to become a candidate, and that each candidate should furnish at the same time the prescribed certificates of qualification, together with a guarantee that, if elected, he will accept the scholarship and will embark for England within a given time, or whenever called upon to do so by the Government. The scholarships available should then be awarded to such of these candidates, being otherwise eligible, as obtain the highest number of marks in the examination.

5. If this arrangement is adopted, it will not, however, be possible to fix the 31st December as the actual day of election, as proposed in the Resolution, inasmuch as under the University Regulations the declaration of the result of the first arts examination may fall as late as the 4th January. It will be sufficient to provide that the election shall be made as soon as the results of that examination are communicated to this department and the Government.

(General Department.—No. 426 A. of 1868.)

From *R. Simson*, Esq., Secretary to the Government of the North Western Provinces, to *E. C. Bayley*, Esq., Secretary to the Government of India, in the Home Department, Simla; dated Nynee Tal, 27 July 1868.

Sir,

In reply to your letter, No. 39-364, dated the 30th ultimo, with enclosure, I am directed to forward, for submission to his Excellency the Viceroy and Governor General in Council, the accompanying Minute by the Honourable the Lieutenant Governor, dated the 21st instant, regarding the grant of scholarships to enable promising native youths to complete their education in England.

I have, &c.
(signed) *R. Simson*,
Secretary to the Government of the
North Western Provinces.

SCHOLARSHIPS TO ENABLE PROMISING NATIVE YOUTHS TO COMPLETE THEIR EDUCATION IN ENGLAND.

LETTER from the Government of India, Home Department (No. 39–364); dated 30 June 1868.

IN the above letter the Government of India call for my opinion upon the Resolution of the Governor General in Council, framed with the view of providing scholarships of 200 *l.* a-year, to enable promising youths to complete their education in England, and so to qualify themselves for the Civil Service, or for other branches of high employment, in this country.

2. I have perused this Despatch with much gratification, and am sanguine that it will lead to satisfactory results, or rather that it will pave the way for a larger project calculated to do so.

3. The nomination system is undoubtedly the only one, in the present state of native society, which promises, at least in this part of India, and in reference to high administrative employment, good results.

4. But in order to secure success it is necessary not only that appointment to the scholarships shall be by nomination, but that (according to the results of the period of study in England) nomination to the Civil or other Services in India shall be made by the Home Government. This might be done either by making immediate nominations to those services or by assigning a certain number of writerships, and other appointments, to be competed for by the nominated candidates alone, of that year. We should thus secure in the successful candidates, fair ability and talent, and (what is of incomparably higher moment) good character and connections, and the presumption of principle and loyalty. If our nominated scholarship-holders are to scramble for appointments in the open competitions of England, they will try in vain. They will be certainly beaten, not only by the English youth, but by any clever master of arts from Calcutta; and all the essential qualifications of position and character will go for nothing. Unless, then, a fair number of nominations be reserved for them, it would be better not to tempt the youth of these provinces to England by expectations which will rarely, if ever, be fulfilled.

5. The only other comment which I venture to make is the inadequacy of the measure, excepting it be viewed as a merely tentative one. The object proposed by his Excellency the Governor General in Council is no other than to provide suitable native candidates for the civil and other liberal professions of this vast empire; intending, thus, at once to benefit the administration, and to open out a field of high and useful employment for the generous youth of the country.

6. But what is one nomination annually among 30 millions of people? Although the competitive appointment for Bengal will, I presume, be open to the whole of this side of India, yet from the advantages enjoyed by Calcutta it will practically be confined to residents of the metropolis. There will thus be but one nominee in each year for all the districts of the North Western Provinces. If this single nominee were destined certainly for the Civil Service, something might have been said for the scheme; but he is only sent to England to pursue his studies, and to qualify himself, as the chance may be, either for that or for any other liberal profession. He may succeed in winning some of these prizes, or more probably he will fail. Such being the case, and with these great objects in view, it seems to me that if the scheme is to answer its purpose and create any sensible effect whatever on the country at large, the numbers to be nominated must be greatly increased. The North Western Provinces should at least have half-a-dozen nominations. With numbers in proportion from other provinces, we might then expect the candidates to produce some appreciable influence upon the general administration, when they come up to take their share in it.

6. Apart from the general inadequacy of the numbers, I earnestly call attention to the comparative claims of the North Western Provinces. With its 30 millions of souls it has been assigned but one nomination, the same in fact as the Punjab with its 14 millions. The Central Provinces and Oude, with an aggregate population of about 17 millions, are to have each a biennial nomination. On the same ratio of population, the North Western Provinces have a claim to two nominations annually.

7. I would therefore urge that even if the project be kept, for the present, to the narrow limits proposed, the North Western Provinces is entitled by its population, intelligence, and wealth, to two nominations.

8. The Wards Institution at Benares, which is filled with fine ingenuous youth of good family from all parts of the country, all pursuing their studies and their sports much as boys do at schools in England, will afford good material for nominations. And so will the colleges. But there will, of course, be the difficulty of persuading the parents, and the boys themselves, to proceed on so adventurous a mission.

9. In

9. In order to the success of the scheme, and indeed in justice to the lads themselves, a very careful and judicious supervision will be required in England. I am glad to see that this point has not escaped his Excellency. It is worth consideration whether a regular college for the training of Indian students might not be established in some suitable locality in England. It might be open not only to the scholarship-holders, but to any others duly certified by their respective Governments, who choose to go home for education at their own charges. If the principal and his staff, especially that portion having charge of the domestic arrangements, were duly selected, not only for their other qualifications, but in special reference to their experience of native character and habits, the institution would no doubt succeed admirably, and secure the confidence of the guardians and parents, who would otherwise be naturally apprehensive of sending the youths of their families, at so critical an age, away from the oversight and control of their friends, far from the sanctions of Native society, and among the temptations and difficulties of a foreign country.

10. The effect of an English education, conducted on these principles, would no doubt be of incalculable benefit to the students themselves, and indirectly to the country at large. And it is apparently the only means of preparing the youth for mixing freely, and on something of easy and equal terms, with the English members of the several services which they may hereafter join.

11. In this view, it appears to me that the earlier, say after the age of 13, the youths can be selected and sent to England, the greater will be the result. The younger they are, the more readily will they imbibe the ideas, and become used to the manners and habits of the west; the more will their intellectual culture be developed by their own welfare, and indirectly for that of their countrymen; and the more freely will they be able eventually to associate with their European fellow officers. The sooner therefore the parents or guardians of the nominees are prepared to allow them to proceed to England, the better. Some of the parents or guardians would probably be found willing to convey their wards to England, which of itself would be an indirect advantage.

12. On all these considerations, if the scheme be sufficiently enlarged, I augur the highest advantages to India from it.

(signed) *W. Muir.*

Nynee Tal, 21 July 1868.

From Major *I. F. MacAndrew*, Secretary to the Chief Commissioner, Oudh, to the Secretary to the Government of India, Home Department (No. 2824), dated 9 July 1868.

In reply to your letter, No. 39-366, dated 30th ultimo, forwarding copy of a resolution proposing to place a certain number of scholarships at the disposal of the different local Governments and administrations, and requesting the Chief Commissioner's opinion of the scheme generally, I am directed to state as follows:—

2. The design is to pay a limited number of young men to complete their education in England instead of in India, and thus to enable them better to qualify themselves for the Civil Service, the bar, and other liberal professions. It is probable that this plan holds out substantial advantages to natives intending to enter those professions, and it will be equally beneficial to themselves and the State that the course of their studies should be tinged with European ideas and associations, which must necessarily be absent from them in India. The question arises if these things are so valuable in themselves, why should the State pay people to acquire them? The only answer seems to be that the class to whom they are desirable is in general too poor to buy them for themselves. It may be alleged that our object put forward is to aid the education in England of "the sons of native gentlemen of rank and position," and that this class at least is not entitled to pecuniary assistance from the public funds. The Chief Commissioner cannot altogether justify the payment of such persons when they happen to be wealthy, but Indian families of distinction are often in indifferent circumstances, and the Chief Commissioner, whilst dissenting from the policy which gives exclusive privileges to those most fortunate in their worldly circumstances, admits that, in the present state of Indian society, more harm than good may come out of the forced elevation of its continued and depressed members. But between persons of equally good stock and antecedents, he would observe the rule of *detur digniori*, regardless of any comparison of titles and acres. Indeed, he prefers to interpret the passages quoted rather as exclusive of social inferiority than as unduly favouring exceptional rank and wealth.

3. The Chief Commissioner, however, thinks that it may be reasonably hoped that by a reflex action the present scheme may, in course of time, have a salutary effect on the class of natives rich enough to pay for their own education. If they see their countrymen returning essentially improved by their sojourn in England, they may be tempted to go thither themselves, not necessarily as academical students, but with perhaps still greater

benefit to themselves, as observant travellers and philosophical citizens of the world. Much, though not unmixed, good would probably result.

4. As a general rule the Chief Commissioner thinks that, in this Province, the person to be nominated would be selected from some one of the educational institutions, and if possible from those students who have passed the Calcutta University examination.

(No. 2412-217.)

From the Assistant Secretary to the Chief Commissioner, Central Provinces, to the Secretary to the Government of India, Home Department, dated Nagpore, 30 July 1868.

Sir,

I AM directed by the Officiating Chief Commissioner to acknowledge the receipt of your letter, No. 39-367, dated the 30th June, forwarding copy of a resolution "proposing to place a certain number of scholarships at the disposal of the different local Governments and Administrations, for the purpose of being bestowed on natives of India on condition of their residing in Great Britain, and studying for the various learned professions, or for the civil and other services in this country."

2. The Officiating Chief Commissioner believes that the scheme, as set forth in the resolution, will justly approve itself to every one, and will be an incentive to the natives of India to visit England and become acquainted with western ideas and civilisation; at the same time every individual is at liberty to choose his own career and to pursue those studies which will fit him to attain success in it.

3. The conditions under which such scholarships will be awarded and the duties of persons nominated to them are also so clearly laid down that scarcely anything further seems necessary, and it might at all events be advisable to await information concerning the arrangements which the Secretary of State may have made in England before submitting any suggestions.

4. Regarding the age of the persons to be nominated, it seems to the Officiating Chief Commissioner that this must perhaps in some cases depend on the nature of the profession which it is intended to adopt, inasmuch as in some professions in which it is necessary to take a degree, a certain minimum age is required, and if the holders of scholarships were to go to England too young, and at the expiration of the three years, for which their scholarship is tenable were unable to take their degree or enter their profession, owing to their not having attained the proper age, they would be thrown on their own resources and might experience much inconvenience, if not fall into serious difficulties.

5. Similarly the period of the year at which the holder of a scholarship should after his nomination proceed to England, might depend on the course of study which he is to follow, as the course of study for certain professions begins at certain periods of the year, and time might be wasted were the scholar to arrive too early or too late to begin at once.

6. These are but minor matters of detail which can best be settled after communication with the Home authorities. As before said, the Officiating Chief Commissioner believes the scheme will be productive of much good.

I have, &c.
(signed) *J. W. Neill,*
Officiating Assistant Secretary.

(No. 63-550-556.)

EXTRACT from the Proceedings of the Government of India in the Home Department (Education), under date Simla, 18 September 1868.

Read again—

Resolution No. 360, dated the 30th June 1868, regarding the expediency of encouraging natives of India to resort more freely to England for the purpose of perfecting their education, and of studying for the various learned professions, or for the Civil and other services in this country.

RESOLUTION.—Replies having been received from the Governments noted in the margin to the Resolution of the 30th June last, the Governor General in Council considers it inexpedient longer to delay the final consideration of the arrangements for awarding annual scholarships to enable and encourage natives to proceed to England to study for entrance into the learned professions or into the service of Government.

From Madras, No. 299, dated 26 August 1868.
From Bengal, No. 4210, dated 28 August 1868.
From North Western Provinces, No. 426A., dated 27 July 1868.
From Oudh, No. 2824, dated 9 July 1868.
From Central Provinces, No. 2412-217, dated 30 July 1868.

2. The

2. The replies which have been received do not tend to modify the views of the Governor General in Council as to main points of the scheme.

3. Two questions, however, have been raised by the Governments of Madras and Bengal, which require some consideration. The Madras Government seem to wish that the scheme should apply to men grown up and in the public service, rather than to boys or to very young men, with a view to the completion of their education.

4. The Government of Bengal likewise adopt the views of their Director of Public Instruction, who seems to think that students of a somewhat more advanced age than that proposed in the sketch resolution circulated, will be in a better position to profit by the advantages of English education.

5. The Governor General in Council, while unable entirely to coincide with the views taken by the Government of Madras, thinks that the limit of age at which the scholars shall be appointed may be advantageously raised to a minimum of 17 years and to a maximum of 21 years.

6. The Madras Government also asks for a definition of the term "Natives of India." His Excellency in Council considers that it should be held to include only persons born in India and of purely Indian extraction.

7. With these modifications, his Excellency in Council considers that the scheme may be fairly recommended to the Secretary of State for India, at whose suggestion it was initiated, who will be asked to make early arrangements in England with the various educational bodies, on which the Governor General in Council considers the success of the measure will materially depend.

8. The local Governments will be authorised to take measures to put in force the scheme in this country at the commencement of next year in anticipation of the reply from the Secretary of State, which may be expected before that date.

9. Although the Governor General in Council suggested that the competition should take place (whenever a competitive examination was contemplated) in connection with the First Arts Examination of the three universities, it is not his Excellency's desire strictly to prescribe this line of action. He will prefer to leave the local Governments to decide upon the exact mode of conducting such examination. His Excellency would only wish that in any case they should be carried on in connection with, and if possible by, the machinery of the Presidency Universities.

Ordered, that a copy of the foregoing Resolution be forwarded to the Governments and Administrations noted on the margin.

Government of Madras.
" Bombay.
" Bengal.
" N. W. Provinces.
" Punjab.
Chief Commissioner of Oudh.
" " Central Provinces.

(True extract.)
(signed) *E. C. Bayley*,
Secretary to the Government of India.

(No. 15, of 1868).

Government of India.—Home Department.—Education.

To the Right Honourable Sir *Stafford H. Northcote*, Bart., Her Majesty's Secretary of State for India.

Sir, Simla, 1 October 1868.

In continuation of our Despatch, No. 14, dated the 18th ultimo, we transmit herewith the remarks of the Government of Bombay on our Circular of the 30th June last, on the subject of encouraging the resort of natives of India to England for education, and of our reply thereto.

2. You will see that we have referred the Bombay Government to our Resolution of the 18th instant, and have said that on points not touched by that Resolution, we see no objection to the proposals made in paragraphs 4 to 6, of their letter.

We have, &c.
(signed) *John Lawrence.*
W. R. Mansfield.
G. N. Taylor.
H. S. Maine.
John Strachey.
R. Temple.
H. W. Norman.

From *C. Gonne*, Esq., Secretary to the Government of Bombay, Educational Department, to the Secretary to the Government of India, Home Department (No. 75), dated 12 September 1868.

I AM directed to acknowledge the receipt of your letter, No. 39-362, dated the 30th June last, forwarding copy of a resolution proposing to place a certain number of scholarships at the disposal of the different local Governments and Administrations, for the purpose of being bestowed upon natives of India, on condition of their residing in Great Britain and studying for the various learned professions, or for the civil and other services in this country.

2. In reply, I am desired to state that the Right Honourable the Governor in Council considers the proposals of the Government of India to be exceedingly well adapted to meet the demand now being made by educated natives for regulations to enable them to attain higher offices, and a better position than they have yet held in the administration of India.

3. The Bill recently introduced by the Secretary of State, and afterwards withdrawn, would have satisfied this demand at the expense of the existing Civil Service, and would unquestionably have led to the deterioration of the future service by deterring candidates from competing.

4. The proposition of the Governor General in Council seems, as an experimental measure, free from objection; but this Government would guarantee a continuance of the competition scholarship, at any rate for a period of five years, so that those who now frame their course of study in the expectation of obtaining the benefit of the notification, may not be suddenly deprived of their chance by the abrogation of the rules now notified.

* No. 2179, dated the 31st July 1868.

5. I am to submit transcript of a Report* from the Director of Public Instruction in this Presidency, on the subject of the proposals under consideration, and to recommend that this Government be allowed to carry out the suggestion of Sir A. Grant, in paragraphs 3 and 4.

6. The Governor in Council doubts whether all restriction of age or otherwise could be dispensed with, as suggested in paragraph 8 of Director's *letter*, and would suggest that for the first two years the limit of age should be extended to, say, 25 years in respect to the non-competition scholarships to be awarded. But then the persons so nominated could not compete for the Civil Service examination, if above the age prescribed for candidates for the Indian Civil Service.

7. The terms offered seem to be sufficiently liberal, and his Excellency in Council has no alteration to suggest.

From *A. Grant*, Esq., Director of Public Instruction, to the Secretary to the Government of Bombay, Educational Department (No. 2179), dated 31 July 1868.

IN compliance with Government Resolution, No. 409, dated 23rd instant, I have the honour to submit the following suggestions:—

2. The scholarships now proposed to be established should, I think, be designated and dignified by some particular name. I would suggest their being called "The Victoria Scholarships."

3. With regard to the scholarship to be awarded annually in this Presidency by competition, it would be the simplest plan to ask the University to award it, in connection with the First Examination in Arts. Such a prize attached to this examination would give a great stimulus to the colleges.

4. As the results of the First Examination in Arts are annually made known during the first fortnight in December, it would be easy to assign the scholarship in question on the 31st December, as proposed by his Excellency the Viceroy.

5. A little more difficulty and uncertainty attaches to the adjudication of the second scholarship, which is not to be awarded by competition, but to which the local Government is to nominate, if possible, "the sons of native gentlemen of rank and position."

6. It seems to me questionable whether sons of Hindoo or Mussulman Sirdars could be found in this Presidency at once willing to accept such a scholarship, and, also, "able to read, write, and speak the English language with fluency and accuracy."

7. Sons of rich Parsee merchants could no doubt be found answering the qualifications, but these would hardly be the sort of persons contemplated.

8. On

8. On the whole, I should be inclined to suggest that, for the first year at all events, *carte blanche* be left to the local Government in the selection of their nominee for the second scholarship. The general object being clearly understood, Government should, I think, be left to choose to the best of their judgment without restrictions of age or otherwise.

From *A. P. Howell,* Esq., Officiating Secretary to the Government of India, to the Secretary to the Government of Bombay (Home Department,—Education.—No. 588).

Sir, Simla, 1 October 1868.

I AM desired to acknowledge your letter, No. 75, dated the 12th ultimo, and in reply to refer you to the Resolution, No. 63-556, dated the 18th idem, which contains the final decision of the Government of India, both as to the limit of age, the mode of selection, and the claims of persons eligible for the proposed scholarships for natives of India proceeding to England to study for entrance into the learned professions, or into the service of Government.

2. In other respects, there is no objection to the proposals of the Bombay Government, and your letter will be forwarded to the Secretary of State, with this reply, in continuation of previous correspondence.

I have, &c.
(signed) *A. P. Howell,*
Officiating Secretary to the Government of India.

(No. 16, of 1868.)

Government of India.—Home Department.—Education.

To the Right Honourable Sir *Stafford H. Northcote,* Bart., Her Majesty's Secretary of State for India.

Sir, Simla, 17 October 1868.

IN continuation of our Despatch, No. 15, dated the 1st instant, we transmit, for your information, a copy of correspondence* with the Government of the Punjab on the subject of the scholarships proposed to be given to enable and encourage natives of India to proceed to England to study for the various learned professions, or for the civil and other services in this country.

* From Punjab, No. 363, dated 11th September 1868, and enclosure. To Punjab, No. 613, dated 13th October 1868.

We have, &c.
(signed) *John Lawrence.*
W. R. Mansfield.
G. N. Taylor.
H. S. Maine.
John Strachey.
H. W. Norman.

(Educational Department.—No. 363).

From *T. H. Thornton,* Esq., Secretary to Government, Punjab and its Dependencies, to *E. C. Bayley,* Esq., Secretary to the Government of India, Home Department.

Sir, Lahore, 11 September 1868.

REFERRING to your letter, No. 365, dated 30th June, regarding scholarships proposed to be bestowed on natives of India, on condition of their residing and studying in Great Britain, I am now desired to forward, for submission to Government, copy of a letter, No. 182A, dated 29th August 1868, from the Director of Public Instruction, and to express the views of the Honourable the Lieutenant Governor on the subject as follows:—

2. If the age of candidates must be limited to the period from 16 to 20 years, the methods and rules of selection proposed by Captain Holroyd appear to his Honor to be appropriate, and he has nothing to add to them; but his Honor would remark that, in the event of its being deemed indispensable that the scholarship-holders be young and untried men, it would, in his opinion, be expedient for this Government to adopt arrangements beforehand for facilitating and encouraging the acquirement of the necessary

qualifications by the most promising of the sons of our nobility and superior gentry who may be desirous that their sons should avail themselves of the opportunities thus offered—as the Lieutenant Governor thinks it of very great importance that the persons thus specially chosen and trained by Government for superior posts and occupations in India shall be persons whom, on their return, the people of the country will regard with respect, on account of their social status, and for whom we shall have such guarantee as the conventional restraints of rank and birth afford for the observance on their part of an honourable and creditable course of conduct.

3. The Lieutenant Governor is himself, however, very strongly inclined to doubt the expediency of sending untried youths to England to be trained; and he has recently been supplied demi-officially, by authority, with a copy of a letter addressed, in connection with this subject, to the Honourable Mr. Maine, by the Principal of the Lahore College, Dr. Leitner, which appears to the Lieutenent Governor to afford grounds corroborative of this view of the matter.

4. That letter contains some opinions in which his Honor does not concur, and it enters into points relating to the effect of our measures on native opinion, which need not be adverted to. But in respect to this particular measure of giving scholarships to youths of this country, to enable them to qualify in England for covenanted posts in India, Dr. Leitner points out that there are two inherent objections to it: one, that there will always be a liability to failure, and consequent grievous disappointment; and the other, that however we might endeavour to control and supervise them, they would be subjected to grievous temptations, and in many cases would suffer more of moral deterioration from the influences to which they would be subjected than of elevation of thought and principle from the instruction they would receive, and the examples afforded them by the better disposed of our countrymen.

5. Both objections are, in the Lieutenant Governor's opinion, valid, and both would be, in a great measure, obviated, if the selection were made from amongst promising young men already in our service, who have gained some practical experience of the business of life, and whose real qualifications to take a high position in our service we have thus been enabled to test.

6. The Lieutenant Governor entirely concurs in the view expressed in the proceedings of Government, that it shall, "in every case, be an indispensable condition that the selected candidate be a good English scholar;" and he is not prepared to state with certainty that, at the present time, a suitable candidate thus qualified can be found amongst the younger members of the civil establishments of the Punjab; but adding to these the members of the medical and engineering branches, His Honor has little doubt that a suitable candidate may be found by the close of the present year; while larger numbers will, without doubt, qualify themselves for future years.

7. It seems to his Honor that young men who have already gained some experience of life and life's labours will ordinarily be better able both to withstand the temptations to which they will be exposed, and to turn their opportunities to the best account; while men selected on account of their tried and ascertained practical merits would be less likely than others to fail in such further tests as may be required of them; and even if they should fail, they would, if already in the Government service, still have their substantive posts to fall back upon.

8. Assuming that their substantive posts would be kept open for them—a *locum tenens* being appointed to officiate for each during his absence—a saving would be effected; and it would, his Honor thinks, be well, in that case, to add this saving to the 200 *l.* per annum which Government proposes to grant. This would, in his opinion, be a gain, as he thinks there can be no doubt that the above sum will barely meet the necessary expenses to be incurred by a college student in England; while no objection could be raised to the selection, in the manner proposed, of candidates who have passed the age of early youth, on the ground that Government would be thereby in the end subjected to larger charges on account of superannuation pensions, as the young men would have already earned a title to pension for such period of service as they had fulfilled at the time of their selection.

9. For these reasons I am to suggest that this Government be authorised to select each year a suitable candidate from amongst those already in Government employ, whose age may not exceed 30 or even 35 years; that officiating men be appointed to their posts during the absence of those thus selected—the saving effected thereby being added to the scholarship allowance granted by Government; and that by passing, at the end of three years, the tests that may be required of them, the candidates shall not acquire at once the position of members of the covenanted branch of the department to which they may belong, but shall be rendered eligible for nomination to that branch, as vacancies may occur. His Honor would further suggest that, if they be successful, the period of absence be allowed to count towards pension.

10. The Lieutenant Governor has abstained from touching on the subject of scholarships to be awarded by competition, as these do not apply to the Punjab; but he would remark, in conclusion, that, while limiting his recommendation to the selection of persons already in the Government service, he feels assured that, so soon as Government shall have

have opened the way, by sending home young men thus selected, and making satisfactory arrangements for having them well looked after, and assisted, and encouraged in their studies, after reaching England, the example will be followed by many others who have the means of sending young men to England, and supporting them there during three years' study, so that, ere long, there will be no lack of candidates of all classes, trained in England, from whom to select our future covenanted Indian officers.

I have, &c.
(signed) *E. W. Trotter,*
For Secretary to Government, Punjab.

From Captain *W. R. M. Holroyd,* Director of Public Instruction, Punjab, to *T. H. Thornton,* Esq., Secretary to Government, Punjab and its Dependencies (No. 182A), dated Murree, 29 August 1868.

I HAVE the honour to acknowledge the receipt of your letter, No. 299, dated 15th ultimo, regarding the award of scholarships, for the purpose of enabling natives of India to complete their education in England, and the assignment of one such scholarship annually to the Punjab.

2. I think that the annual scholarship to be awarded in the Punjab should be conferred, if possible, on a student whose father or nearest male relative is entitled to a seat in the Durbar of his Excellency the Viceroy; but should no such student, possessing in other respects the necessary qualifications, become a candidate for the scholarship, it should, in my opinion, be thrown open to competition, and awarded on the principle suggested in the 4th paragraph of letter, No. 39-365, dated 30th June 1868, from the Secretary, Supreme Government, to your address.

3. I have the honour to propose the following rules for the award of the scholarship:—

I. The scholarship shall be conferred on a student who has passed the Entrance Examination of the Calcutta University, bears a good moral character, and appears to be physically capable of undergoing the course of life that he will be required to follow in Europe. It is essential also that whilst at school or at college he shall have shown sufficient ability and application to warrant the belief that he will fully avail himself of the advantages of a European education. His father or nearest male relative must be entitled to a seat in the Governor General's Durbar.

II. Immediately on the results of the entrance and First Arts Examination becoming known, the Director of Public Instruction, Punjab, shall submit a list of all eligible candidates for the scholarship, showing the position that each has taken in the entrance and other university examinations; and any special qualifications that may appear to recommend him for selection. The Director shall state on whom he considers it most advisable to confer the scholarship, pointing out clearly the reasons that have influenced his opinion. The final decision shall rest with his Honor the Lieutenant Governor.

III. In the event of there being no candidates of the rank contemplated in Rule I.' the scholarship shall be offered in order of merit to students attending colleges who have passed the First Examination in Arts, and possess the requisite qualification as to moral character and physical constitution. The Director, however, shall have the option of recommending the selection of a candidate who may not have obtained the highest number of marks in the First Arts Examination, if he has strong grounds for believing that such student is more likely than any other to profit by a course of instruction in England.

E. W. Trotter,
Assistant Secretary to Government, Punjab.

From *A. P. Howell,* Esq., Officiating Secretary to the Government of India, Home Department, to the Secretary to the Government of Punjab (No. 613), dated 13 October 1868.

I AM directed to acknowledge the receipt of your letter, No. 363, dated the 11th ultimo on the subject of the scholarships proposed to be given to enable and encourage natives of India to proceed to England to study for the various learned professions, or for the civil and other services in this country.

2. The Lieutenant Governor will perceive from the Resolution of this Department, No. 63-554, of the 18th ultimo, that the limit of age at which scholars shall be selected has been raised to a minimum of 17 years, and to a maximum of 21 years.

3. The suggestion now made by the Lieutenant Governor that the candidates should be selected from amongst persons already in Government employ, whose age may not exceed

30 or even 35 years, would, in the opinion of his Excellency in Council, tend to alter totally the scope of the original plan, which is primarily designed to complete the training of young men for the various learned professions, or for the civil and other services. No man of 35 years of age can, as a rule, usefully enter a learned profession, and he would be barred by law from the civil sevice.

(Educational, No. 3).

To His Excellency the Right Honourable the Governor General of India in Council.

My Lord, India Office, London, 8 April 1869.

Para. 1. THE Despatches of your Excellency's predecessor in Council, dated 18th September, the 1st and 17th of October, Nos. 14, 15, and 16 of 1868, on the subject of encouraging natives of India to resort more freely to England for the completion of their education, have been considered by me in Council.

2. In my predecessor's Despatch of the 23rd September, No. 19, of 1868, the principle involved in the proposals of Sir John Lawrence's Government was approved, but it was stated that many collateral questions of importance remained for consideration. By those expressions it was intended that the policy of inducing natives of India to resort to England for the completion of their education should be recognised, and that the means by which the object might best be attained should be the subject of future careful consideration.

3. The scheme proposed by your Excellency's predecessor in Council was devised with reference to those provisions of the law which strictly confine all appointments in the Covenanted Civil Service to such persons as shall have passed through competitive examinations. According to existing rules, these examinations are held in England. Under this condition of things, if natives were ever to be admitted to any of those appointments, it was indispensable that some assistance should be given, in order to induce them to undertake a journey to Europe, and to incur the expense of an education which, in a great majority of cases, would, after all, probably result in failure. In the 14 years during which competitive examination in England has been the sole door of admission to the Covenanted Civil Service, not more than 16 native candidates have appeared, and only one of these has succeeded. Hence it is clear that the regulations which forbid the appointment to the Covenanted Civil Service of any person who shall not have passed successfully through competitive examinations held in England, are regulations which practically exclude the natives of India from that service. It was not, therefore, the abstract merits of an education in England, as the best mode of qualifying natives for high civil employment in India, which led you to resort to the scheme of scholarships. It was a scheme which arose out of the necessities of the case. It was the only one open to our adoption if the natives of India were not to be wholly excluded from any share in the higher offices connected with the administration of their country.

4. But the whole conditions of the case will be entirely altered if the law be changed. A Bill is now before Parliament which, if it receives the sanction of the Legislature, will set free the Government of India (under rules and regulations yet to be determined upon) to appoint natives to all or any of the offices now exclusively confined to the Covenanted Civil Service.

5. The question would then arise whether an education in England and success in a competitive examination, is the only, or in all cases the best, test of fitness for office as regards the natives of India.

6. This question involves very different considerations from those which have determined the adoption of the competitive system as applicable to Europeans. At home, selection meant patronage, and patronage was distributed among friends and relatives. When patronage was abolished, open competition was the only alternative. Under the competitive system, although success does not in

in itself ensure aptitude for rule or official ability, yet there is at least a better chance of these qualifications being secured than under family or political patronage. And since Europeans have generally those qualities by which they have won, and still hold, the Indian Empire, the tests of competitive examination are, on the whole, good tests as between different candidates of the English race.

7. But this principle cannot safely be relied upon as regards the natives of India. It is notorious that in their case mere intellectual acuteness is no indication of ruling power. In vigour, in courage, and in administrative ability some of the races of India most backward in education are well known to be superior to other races, which, intellectually, are much more advanced. In a competitive examination the chances of a Bengalee would probably be superior to the chances of a Pathan or a Sikh. It would, nevertheless, be a dangerous experiment to place a successful student from the colleges of Calcutta in command over any of the martial tribes of Upper India.

8. And to these practical disqualifications of race must be added the not less serious difficulties which may arise out of the circumstances of rank and caste. Although the prejudices of caste are, we may hope, gradually giving way, they are still powerful; and, although nothing should be done to encourage or to foster them, it would yet be in the highest degree imprudent to disregard their existence and their strength. The influence of rank and of social position is hardly less strong in many parts of India. So much do you recognise this to be the fact, that in your proposed scheme the majority of the scholars are to be selected solely with reference to this qualification. But this is an element altogether alien to the system of competitive examination, and it is not easy to see how it can be dealt with in perfect harmony with that system. In whatever degree the Government of India may be compelled by the social condition of the country to be guided in their appointments by such considerations, their action should be disconnected as much as possible with the tests of mere literary examination.

9. On the other hand, it is not to be doubted that personal acquaintance with English society, and the impressions which must arise from seeing the working of our political system, would be a most valuable element in the education of natives destined for any of the higher offices of the State. For judicial appointments, and in general for the attainment of legal knowledge, a period of study in this country would be specially important. If, therefore, the experiment of these scholarships and of the Gilchrist scholarships should give promise of success, the plan may yet receive further development, or it may be specially connected with special employments in India.

10. On the whole, however, I have come to the conclusion that our duty towards the natives of India, in respect to the giving them a larger share of employment in the administration of their own country, is a duty which must mainly be discharged in India on the principle of careful and cautious selection. A more free employment of them in the uncovenanted service and promotion according to tried ability from that service to the Covenanted Service would seem to be the method of proceeding least beset with difficulties and least open to objection. This would, indeed, be a competitive examination of the best kind. But the wide diversities of character which prevail between different parts of India make it essential that each province and race should be treated by itself.

11. It should never be forgotten, and there should never be any hesitation in laying down the principle, that it is one of our first duties towards the people of India to guard the safety of our own dominion. For this purpose we must proceed gradually, employing only such natives as we can trust, and these only in such offices and in such places as, in the actual condition of things, the Government of India may determine to be really suited to them.

12. In view, therefore, of the change in the law which is now under consideration, and of the corresponding change in all the conditions of the question which must ensue therefrom, I am of opinion that the scheme of scholarships should be dealt with meanwhile only as an experiment, and that you should, before proceeding further, await the results attained by those

scholars who have already been appointed, and of such candidates as may already have been induced to come forward, or may have had expectations held out to them which ought not to be disappointed.

I have, &c.
(signed) *Argyll.*

(No. 7, of 1869).

Government of India.—Home Department.—Education.

To His Grace the Right Honourable the Duke of *Argyll*, K.T., Her Majesty's Secretary of State for India.

My Lord Duke, Simla, 19 May 1869.

We have to acknowledge the receipt of your Despatch, No. 3, dated the 8th ultimo, communicating your views with respect to the scheme sanctioned by our resolutions of the 30th June and 18th September 1868, for encouraging natives of India to resort more freely to England for the completion of their education.

2. It would appear from the 9th paragraph of your Despatch that you approve of the principle on which the scheme of scholarships is founded. Yet from the concluding paragraph we gather that your Grace would wish that the operation of the scheme should for the present be either partially or wholly suspended, pending the success or failure of the scholars who have already proceeded to England. We are not, however, certain that we fully apprehend your Grace's wishes, and as the subject is one which naturally excites much interest and attention among the native community in India, we therefore beg for precise instructions on the point, and whether the suspension of the scheme is intended to be absolute and immediate, or, if not, the extent to which it should be carried.

We have, &c.
(signed) *Mayo.*
H. M. Durand.
H. S. Maine.
John Strachey.
B. H. Ellis.

(Educational, No. 10).

To His Excellency the Right Honourable the Governor General of India in Council.

My Lord, India Office, London, 15 July 1869.

Para. 1. The Despatch of your Excellency in Council, dated 19th May, No. 7, of 1869, relative to the scheme for encouraging natives of India to resort more freely to England for the completion of their education, has been considered by me in Council.

2. Your Lordship in Council has asked for precise instructions as to whether the suspension of the scheme, directed in my previous Despatch, is intended to be absolute and immediate, or, if not, to what extent it should be carried.

3. In reply, I have to inform your Lordship in Council that it is my desire that the scheme should be suspended, and that no more elections to scholarships should be held until further instructions are received from me.

I have, &c.
(signed) *Argyll.*

Home Department.—Education.

(No. 1, of 1870.)

To His Grace the Right Honourable the Duke of *Argyll*, K.T., Her Majesty's Secretary of State for India.

My Lord Duke, Fort William, 25 January 1870.

WE have, in accordance with the instructions received in your Despatch, No. 16, dated 18th November 1869, issued immediate orders to the Local Governments and Administrations to suspend all further appointments to the scholarships instituted by the Resolution in this Department, No. 360, dated 30th June 1868, for the purpose of enabling natives of India to complete their studies in England. This has been done, in the first instance, by telegraph, because the period at which these appointments were directed to be made was close at hand.

2. In conveying to your Grace, however, the intimation that your instructions have been thus carried out, we desire to remind you that this scheme of scholarships was mainly intended to meet, to a certain extent, the allegation by which the present system of examination for the Civil Service in England has been assailed, viz., that it virtually necessitated the exclusion of natives from the highest Civil offices. This scheme has now been suspended without the substitution of any other provision to obviate the objection thus indicated; for the clauses of the Bill referred to in the fourth paragraph of your Grace's Despatch of the 8th April 1869, No. 3, which would have enabled the Government of India to appoint natives to offices now held exclusively by members of the Covenanted Civil Service, have not become law.

3. Our own opinion has frequently been expressed to your Grace and your predecessors, that it is just and wise to take advantage of every legitimate opportunity for promoting natives of India to situations of honour and emolument under our administration for which we may consider them fitted, and we are aware that your Grace fully coincides in our views in this respect.

4. But we fear that the simple suspension of a scheme which, however defective in detail, had for its purpose the advancement of this policy, will not merely disappoint the expectations of individual candidates, but those also of a large section of the public, and that it may give occasion for much misrepresentation as to the intentions and motives of Her Majesty's Government.

5. We need not say that such results are greatly to be deprecated; and we would therefore urge that some action should be taken, as early as practicable, to demonstrate that the views of Government in regard to the more liberal employment of the natives of India in the Public Service have undergone no change.

6. We should be glad to be informed whether a Bill containing provisions similar to those referred to in the second paragraph of this Despatch is likely to become law during the ensuing Session. It is possible that, for the completion of this object, Imperial legislation will be necessary. But if delay is likely to occur, we are prepared to propose measures which would provide for the admission in greater numbers than at present of the native subjects of Her Majesty to Civil employment, and at the same time tend to strengthen and improve the administration of the country.

We have, &c.

(signed) *Mayo.*
W. R. Mansfield.
G. N. Taylor.
H. M. Durand.
J. Strachey.
R. Temple.
J. F. Stephen.

(Educational, No. 4).

To His Excellency the Right Honourable the Governor General of India in Council.

My Lord, India Office, London, 31 March 1870.

Para. 1. THE Despatch of your Excellency in Council, dated the 25th January, No. 1, of 1870, on the subject of the suspension of the scholarships founded for the purpose of enabling natives of India to complete their education in England, has been considered by me in Council.

2. The history of the case is briefly as follows :—

3. Mr. Davies, the Financial Commissioner of Oude, quoted in his Report for 1865-66 certain remarks by Mr. St. George Tucker, regarding the objections to shutting out native officers of ability from high administrative preferment, and the Government of India, in reply, inquired of Mr. Davies if he could suggest a remedy.

4. Perceiving this, the Secretary of State expressed to the Government of India, in his Despatch in the Revenue Department, of the 31st May 1867, his opinion of the importance of the subject, and desired that it might be carefully considered; and this led to a resolution by the Government o India, dated 19th August 1867, which recognised the eligibility of natives for higher administrative and judicial office than they had yet generally reached, but looked to the non-regulation provinces as their chief, if not only field.

5. Sir Stafford Northcote approved of this resolution, but thought it did not go far enough. His observations on this point (para. 3 of Despatch, Revenue, No. 10, dated 8th February 1868) are quoted in the margin;* and he concluded by expressing his expectation that higher and better paid employment would hereafter be found for natives in the regulation, as well as in the non-regulation provinces.

* "This is a step in the right direction, of which I cordially approve, but it appears to me that there is room for carrying out the principle to a considerable extent in the regulation provinces also. The Legislature has determined that the more important and responsible appointments in those provinces shall be administered exclusively by those who are now admitted to the public service solely by competition; but there is a large class of appointments in the regulation, as well as in the non-regulation provinces, some of them scarcely less honourable and lucrative than those reserved by law for the Covenanted Civil Service, to which the natives of India have certainly a preferential claim, but which, as you seem to admit, have, up to this time, been too exclusively conferred upon Europeans. These persons, however competent, not having entered the service by the prescribed channel, can have no claim upon the patronage of the Government, none, at least, that ought to be allowed to over-ride the inherent rights of the natives of the country; and, therefore, while all due consideration should be shown to well-deserving incumbents, both as regards their present position and their promotion, there can be no valid reason why the class of appointments which they now hold should not be filled, in future, by natives of ability and high character."

6. This was followed by a proposition for Government scholarships, submitted by the Government of India, in a Despatch (Educational), No. 9, dated 7th July 1868, but as that scheme did not, in my opinion, sufficiently provide for the great object in view, I desired that it might be considered experimental only, pending my intention to carry through Parliament a more complete measure.

7. I have now to inform your Excellency in Council that a Bill has been passed by Parliament during the present Session, the provisions of which will effectually carry out my desire, that natives of India should be appointed to such high offices under Government as they may be fitted for by their qualifications.

I have, &c.
(signed) *Argyll.*

(No. 9, of 1869).

Government of India.—Home Department.—Education.

To His Grace the Right Honourable the Duke of *Argyll*, K.T., Her Majesty's Secretary of State for India.

My Lord Duke, Simla, 10 June 1869.

We transmit for your information a copy of the correspondence noted on the margin, relative to the proposal for the establishment of a University at Lahore.

From Punjab, No. 235, dated 27th May 1868, and enclosures.
To " " 558, " 19th September 1868.
From " " 486, " 12th November "
" " " 511, " 20th " " and enclosure.
" " " 51, " 11th February 1869 "
To " " 262, " 22nd May "

2. This proposal, your Grace will see, is described as having originated in a strong desire on the part of certain chiefs, nobles, and other influential native gentlemen in the Punjab, for the establishment of an institution for the promotion of education through the medium of the vernaculars, thus differing essentially from the system pursued in the Calcutta University, which is not considered in the Punjab adapted to the wants of the province, because it regards English too exclusively as the channel through which higher instruction should be conveyed.

3. In support of this object, donations, amounting to 1,81,105 rupees have been collected and promised, and annual subscriptions, amounting to 13,691 rupees, are expected. It is believed that the proposed University will have an annual income from private sources amounting approximately to 21,000 rupees, of which 13,000 rupees will be derivable from subscriptions and 8,000 rupees from interest on invested capital.

4. Referring to the correspondence which took place in 1867,* between the British Indian Association of the North Western Provinces and the Government of India, on the subject of the encouragement of education through the medium of the vernaculars, and to the assurance given by us that we "would be glad to recognise and assist all efforts made by societies or individuals to further the object in view," the Lieutenant Governor of the Punjab brought the recent movement in the province for the establishment of a local University to our notice, and begged that a grant-in-aid, equal to the subscribed income of the institution, might be allowed from the Imperial revenues, and that it might be assisted with grants of available waste lands.

* *See* Education Despatches—
To Secretary of State, Nos. 10 and 14, dated 13th September and 6th December 1867.
From Secretary of State, Nos. 1 and 5, dated 7th and 31st January 1868.

5. We beg to call your Grace's attention to the correspondence that has ensued. You will observe from our reply to the Punjab Government, dated the 19th September 1868, that we were at first reluctant to sanction the proposal submitted to us, inasmuch as we doubted whether the establishment of a University at Lahore would be the proper mode of meeting the wishes of the people, or satisfying the more urgent requirements of the province. At the same time, we expressed ourselves willing to sanction the grant-in-aid applied for, being the equivalent of the annual income of 21,000 rupees expected from private sources, on condition that, instead of expending the funds in establishing a University or examining body, they should be expended on the extension and improvement of the existing Lahore Government College, on the principles advocated by the Punjab Government. We declined compliance, however, with the proposal to make any grant of waste lands.

6. We have since, under the explanations afforded in the communications from the Punjab Government noted on the margin, somewhat modified these views, and it will be seen that we have now, on the conditions stated in our reply to that Government, No. 262, dated the 22nd ultimo, accorded our sanction to the establishment of the proposed institution, which will not, however, for the present, assume the full character of a University, as it will not grant degrees, but certificates only, until the number of students, and the power of teaching in any branch of study, or in any faculty, can be shown to be sufficient to warrant the conferring of

No. 486, dated 12th November 1868.
" 511, " 20th " " and enclosure.
" 51, " 11th February, 1869, "

a University degree. The institution will not, therefore, be called a University, but will be designated by some such title as that of "University College, Lahore," so as to mark the fact that the present arrangement is merely temporary, and is intended only as a preliminary to the possible establishment at some future time of a University in the Punjab.

We have, &c.
(signed) *Mayo.*
W. R. Mansfield.
H. M. Durand.
H. S. Maine.
John Strachey.
B. H. Ellis.

(Educational Department.—No. 235).

From *T. H. Thornton*, Esq., Secretary to Government Punjab, to *E. C. Bayley*, Esq., Secretary to Government of India, Home Department.

Sir, Lahore, 27 May 1868.

YOUR letter No. 4217, dated 5th September 1867, to the address of the President and Members of the British Indian Association of the North West Provinces, copy of which was transmitted to this Government with your endorsement No. 4222 of the same date, conveyed the views of his Excellency the Viceroy in Council upon the subject of providing education for the people through the medium of the vernacular.

2. It was pointed out in that letter, that in the Educational Despatch of 1854, "a broad distinction was drawn between the vernacular languages as the necessary and only medium of instruction of a popular kind, and the English language, as an essential requisite for education of a high order," but that, "between these two limits of popular education on the one hand, and education of a high order on the other, there were many degrees of knowledge for the communication of which, through the media of the vernacular or English language, no specific rules could be laid down;" and it was added in para. 8, that the Governor General in Council "would be glad to recognise and assist all efforts made by societies or individuals to further the object in view."

3. With reference to the above remarks, and to the liberal promise of assistance made in para. 8 of your letter, the Honourable the Lieutenant Governor is encouraged to transmit for the consideration of the Right Honourable the Governor General in Council, copies of the papers noted in the margin.*

4. From these papers it will be apparent to his Excellency in Council,

(1.) That a strong desire exists on the part of a large number of the chiefs, nobles, and educated classes of this province for the establishment of a system of education which shall give greater encouragement to the communication of knowledge through the medium of the vernacular, to the development of a vernacular literature, and to the study of Oriental classics, than is afforded by the existing system, a system framed to meet the requirements of the University of Calcutta;

(2.) That it is the opinion of officers holding high positions in the Educational Department of this province, that the system of that University is not adapted to the educational requirements of the Punjab, inasmuch as it does not give a sufficiently prominent position to Oriental studies, regards English too exclusively as the channel through which instruction must be conveyed, and prescribes a mode of examination which is calculated, in their opinion, to raise superficial rather than sound scholars;

(3.) That

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* 1. From Secretary to Government Punjab to Director of Public Instruction, C. U. Aitchison, Esq., and Anjumans of Lahore and Delhi, dated 25th October 1867.
2. From Director Public Instruction to Officiating Secretary to Government Punjab, No. 7, dated 9th January 1868.
3. Memorandum by C. Pearson, Esq., Inspector of Schools, Rawal Pindi Circle.
4. Ditto by C. W. W. Alexander, Esq., Inspector of Schools, Lahore Circle.
5. Ditto by E. Wilmot, Esq., late Principal Delhi College, and now Inspector of Schools, Amballa Circle.
6. Ditto by C. U. Aitchison, Esq.
7. Ditto by Lieutenant Colonel Coxe, Commissioner of Lahore.
8. Letter from Secretary to the Anjuman (Native Literary Society) of Lahore.
9. Ditto ditto ditto of Delhi.
10. Extract from the speech of Mr. Seton-Karr, Vice Chancellor of the Calcutta University, dated 29th February 1868.
11. Resolutions agreed to, after discussion, at a meeting of Raises and others interested in education, held at Lahore on 12th March 1868.
12. Ditto, at a meeting held on 23rd March.
13. Ditto, at a meeting held on 25th May.
14. List of donations and subscriptions towards the endowment of a University at Lahore.

(3.) That the Governing Body of that University has recently, through its Vice Chancellor, expressed unwillingness to modify its system so as to meet the wishes of the native community and educational officers of this province;

(4.) That in the opinion of many, even were the Calcutta University to consent to modify its system, the area over which its operations extend is too vast, and the populations too varied, to admit of its properly fulfilling the duties devolving upon it;

(5.) That, under these circumstances, a strong desire exists that there should be a separate University for the Punjab and its dependencies, constituted on principles more in harmony with the wishes of the people; and

(6.) That with this object, a sum amounting to 98,794 rupees has been collected, of which 86,205 rupees are in hand and ready to be invested in Government Securities as an endowment fund, the interest whereof will be available for the support of the institution; that further donations to the endowment fund to the amount of 82,311 rupees are promised, and that annual subscriptions are promised to the amount of 13,691 rupees.

In short, in the event of a University being established, there is every prospect of an annual income from private sources amounting approximately to 21,000 rupees, of which 13,000 rupees will be derivable from subscriptions, and 8,000 rupees from interest on invested capital.

5. Under the circumstances set forth above, I am to solicit that, in accordance with the promise made in para. 8 of your letter, and with the principles of the Educational Despatch of 1854, a grant-in-aid equivalent to the income derived from the above sources be sanctioned by the Supreme Government. His Honor further proposes to assist the institution by grants of available waste lands.

6. In the event of the establishment of a separate University for the Punjab being approved of by the Supreme Government, and sanction being accorded to the grant-in-aid above applied for, it is proposed, with the concurrence of the Anjumans (Native Literary Societies) of Lahore and Amritsar, which have been from the first the zealous promoters and supporters of the movement, and of the chiefs who have so munificently contributed, and of the principal officers of the Educational Department, that the plan and constitution of the University be as follows:—

I. That the University be established on the footing of a grant-in-aid institution, at the city of Lahore.*

II. That the special objects of the University shall be to afford encouragement to the enlightened study of Oriental languages and literature, the improvement and extension of the vernacular literature of the Punjab and its dependencies, and the diffusion of Western knowledge through the medium of the vernaculars.

III. That the Governing Body of the University consist of—

(1.) A Chancellor (the Lieutenant Governor of the Punjab);

(2.) A Vice Chancellor, to be appointed by the Chancellor;

(3.) A Council or Senate to be composed of—

(*a*) The Chancellor and Vice Chancellor, as President and Vice President respectively;

(*b*) Members appointed by the Chancellor on the ground of being eminent benefactors to the University, original promoters of the movement in favour of its establishment, or persons distinguished for attainments in literature and science;

(*c*) Such number of officers of Government as the Government may see fit to appoint as *ex-officio* members;

(*d*) Representatives appointed by those independent chiefs who have already contributed, or who may hereafter liberally contribute, to the endowment; and

(*e*) Hereafter

* *Note.*—It was at one time in contemplation to propose the establishment of a single university for the North West Provinces and the Punjab combined, having its seat at Delhi, a proposal with which Mr. Kempson, the Director of Public Instruction, North West Provinces, kindly indicated, in general terms, his concurrence. But on canvassing the opinions of those of the community who have most prominently come forward in the matter, it has been found that they evince an extreme repugnance to any such arrangement. They consider that the Punjab has a speciality of its own, which requires that it be treated apart from any other province in this matter; they contend also (and most emphatically so the representatives of the chiefs who have so liberally contributed) that Lahore, and not Delhi, should be the seat of the University, as being the head quarters of the Administration of the Province, and the place with which for generations past they have held relations, such as have never existed with Delhi. Further it is certain, that the nobles and gentry of Delhi have not as yet evinced any such enthusiasm in this matter as those who have striven for the establishment of a University at Lahore. Under these circumstances, the Honourable the Lieutenant Governor is thoroughly convinced that the latter measure is the one which it is incumbent upon him to recommend, and he feels sure the residents of Delhi will acquiesce in the justice of the decision, and afford, for the future, their hearty co-operation, which is a matter of the greatest importance.

(*e*) Hereafter all graduates of and above the degree of Master of Arts, or equivalent degree in other faculties—subject to the confirmation of the Chancellor;

(4.) An Executive Committee to be appointed by the votes of members of the Council of Senate, under such regulations as may be prescribed.

IV. That the above Governing Body be constituted a body corporate, entitled to hold and dispose of property, and to sue and be sued in its corporate capacity, under the title of the "Lahore University."

V. That the University be empowered—

(1.) To confer, after examination, degrees of honour and diplomas for proficiency in literature and science, under such regulations as may be framed in conformity with the principles set forth above.

(2.) To expend the income at its disposal in all or any of the following ways, viz.:—

(*a*) The remuneration of examiners;

(*b*) The establishment of fellowships and scholarships, tenable by persons undertaking to devote themselves to the pursuit of literature and science in such manner as to carry out the special objects of the University;

(*c*) The bestowal of rewards for good vernacular translations of, and compilations from, European standard works, for original treatises in Oriental tongues on subjects of importance, and works or compositions distinguished for excellence of style;

(*d*) The establishment of a collegiate department in connection with the University,* or making pecuniary grants to other colleges, conducted on a system conformable with the principles of the University;

(*e*) The entertainment of a registrar, and other necessary office establishments and charges;

(*f*) Investing funds in Government securities for the benefit of the University; and

(*g*) In such other ways as may be desirable or necessary for carrying out the purposes of the University.

(3.) To frame regulations, not inconsistent with the above provisions, for carrying into effect the purposes of the University, and from time to time to rescind, alter, and amend such regulations; provided that no regulation shall have affect unless passed by a majority of the Council or Senate at a General Meeting (convened after due notice), and confirmed by the Chancellor. In framing such regulations the following instructions shall be observed:—

(*a*) In regulations made for the conduct of examinations, or the conveyance of instruction, it shall be provided that the examinations be conducted and instruction conveyed, as far as possible, in and through the vernacular.

(*b*) Efforts shall be made to discourage superficial scholarship by a modification of the existing system of prescribing text-books for entrance and other examinations for degrees in Arts, and substituting largely oral examination, composition, and translation; and by diminishing as far as possible, consistently with the attainment of sound knowledge, the number of obligatory subjects for examinations.

(*c*) A thorough acquaintance with the vernacular shall be made a necessary condition for obtaining any degree, fellowship, or other honour, in addition to any other attainments which may be required.

(*d*) Proficiency in Arabic or Sanskrit, or such other Oriental language as may be prescribed by the Governing Body, combined with a thorough acquaintance with English, shall be a necessary condition for obtaining the highest honours of the University; but provision shall be made for duly recognising and honouring proficiency in literature and science in the case of those unacquainted with English, provided such attainments are combined with a fair acquaintance with the more important subjects of European education, such as history, geography, &c., so far as such acquaintance is obtainable through the medium of the vernacular; and for duly recognising and honouring proficiency in English, unaccompanied by a knowledge of Arabic or Sanskrit.

7. In

* *Note.*—The funds of the University will be inadequate *at present* to establish a collegiate department in connection with the university; but endeavours will be made to modify the system of education in the existing Government Colleges of Lahore and Delhi, so as to harmonise with the principles of the University.

7. In the event of the above general scheme being approved of, it is suggested that the provisions be embodied in a Bill, and submitted for the consideration of the Legislature.

8. In conclusion, I am desired by the Honourable the Lieutenant Governor to call the attention of his Excellency the Viceroy in Council, to the munificent liberality of some of the independent chiefs of this province.

The liberality of his Highness the Maharaja of Kashmír, in assigning the sum of 62,300 rupees to this Government, for promoting the objects of the University, have already been acknowledged by the Government of India and Her Majesty's Secretary of State; his Highness the Raja of Kappurthalla has, in like manner, contributed 10,000 rupees, in addition to a previous donation of 2,000 rupees; while their Highnesses the Maharaja of Patiala, the Rajas of Jheend and Nabha, and the Sirdar of Kalsia have promised to invest the sums noted in the margin* in Government securities, and assign the interest to the University.

	Rs.
* Maharaja of Patiala	50,000
Raja of Jheend	11,000
„ Nabha	11,000
Sirdar of Kalsia	3,000

Liberal contributions from other chiefs and gentlemen will be observed in the schedule of subscriptions.

9. I am further to bring to notice the services of the following officers in connection with the movement in favour of the establishment of a University; of Dr. G. W. Leitner, principal of the Lahore College, a distinguished scholar in Arabic, and master of many European languages, who has been from the first conspicuous for his zeal in promoting the establishment of an educational system suited to the wishes of the people, whose confidence he has awakened in a marked degree; of Mr. C. U. Aitchison, now officiating as Foreign Secretary to the Government of India, who, as Deputy Commissioner of Lahore, Officiating Commissioner of Lahore, and Officiating Secretary to this Government, was indefatigable in seconding the movement, and aiding its promoters with sound advice; and of Pundit Manphul, Mír Munshí of this office, whose services have been specially brought to notice by Mr. Aitchison. The number of chiefs, nobles, and gentlemen, who have more or less distinguished themselves by their exertions, is so great, that it would be invidious to particularise individuals.

I have, &c.
(signed) *T. H. Thornton,*
Secretary to Government, Punjab.

(Nos. 437 to 440, dated 25 October).

From Secretary to Government, Punjab, to Director Public Instruction, *C. U. Aitchison,* Esq., and Secretaries to the Anjuman, Lahore, and Delhi.

I AM directed to forward printed copy of correspondence between the Government of India and the British Indian Association, North West Provinces, on the subject of the education of the natives of India. In doing so, I am desired by the Honourable the Lieutenant Governor of the Punjab to state, that although the object at which the British Indian Association of the North West Provinces aims, is the same as that which his Honor has ever advocated, viz., the instruction of the people of India mainly through their own vernacular, and the Association acknowledge, as his Honor emphatically does, that the vernacular literature of the present day does not contain works capable of conveying advanced instruction; yet his Honor feels constrained to dissent from the opinion expressed by the Association that "the production of such works is not a difficult task," his Honor, while he highly applauds the efforts of the Allygurh Literary Association to obtain translations into the vernacular of standard English works, is deeply impressed with the conviction that a vernacular literature of such a character as will really suffice to enlighten the native mind and attract it into the paths of true philosophy, can be looked for at present only from those who have mastered all that is really important or essential in Oriental learning, and have added thereto more or less profound acquaintance with one or more branches of European literature, science, and art. How students of this order may best be raised, and how they may be most suitably encouraged and enabled to devote their lives, or a portion of them, to transfusing into the vernacular the knowledge which they have thus acquired, appears therefore to his Honor to be the problem which it is most desirable to solve in connection with the discussion set forth in the accompanying documents.

With these prefatory remarks the entire subject is submitted for your consideration, and the Lieutenant Governor will be glad to receive such suggestions as the correspondence now forwarded may serve to elicit.

I am however to add that, owing to the difficulty which must probably be experienced in forming a suitable body for the management of a separate university in the Upper Provinces, as well as for other reasons, his Honor is of opinion that every effort should be made, in the first instance, to induce the University of Calcutta so far to modify or enlarge its existing rules and course of action, as may appear necessary to fulfil the educational requirements of these territories, and tend to secure the objects aimed at in the present discussion. On this point, also, however, his Honor will be glad to receive such expressions of opinion or such suggestions as the occasion may appear to call for.

From *E. C. Bayley*, Esq., Secretary to the Government of India, to the President and Members of the British Indian Association, North Western Provinces (No. 4217), dated 5 September 1867.

YOU have already been informed by the private secretary to his Excellency the Viceroy that your memorial, on the subject of education, dated the 1st ultimo, would be considered by the Governor General in Council in this department; and I am now directed to communicate to you the remarks suggested by a careful perusal of your representation.

2. The importance of the vernacular languages as a medium for conveying instruction to the people was prominently recognised in the Education Despatch* of 1854, containing the leading principles by which the system of education in this country has since been governed; and his Excellency in Council is glad to find that the soundness of the views therein expressed is so fully corroborated by the representation which you have now submitted.

* Extract, paras. 11 to 14, appended.

3. In the Despatch above quoted, the Court of Directors stated that it was neither their "aim nor desire to substitute the English language for the vernacular dialects of the country;" and the opinion was unreservedly stated that "any acquaintance with improved European knowledge which is to be communicated to the great masses of the people whose circumstances prevent them from acquiring a high order of education, and who cannot be expected to overcome the difficulties of a foreign language, can only be conveyed to them through one or other of these vernacular languages." On the other hand, it was stated that a knowledge of English, as a key to the literature of Europe, "will always be essential to those natives of India who aspire to a high order of education."

4. A broad distinction was thus drawn between the vernacular languages as the necessary and only medium of instruction of a popular kind, and the English language as an essential requisite for education of a high order. But between these two limits of popular education on the one hand, and education of a high order on the other, there were many degrees of knowledge for the communication of which, through the medium of the vernacular or English languages, no specific rules could be laid down. It had hitherto, as observed in the Despatch above quoted, "been necessary, owing to the want of translations or adaptations of European works in the vernacular languages of the East, for those who desired a liberal education to begin by the mastery of the English language;" but this necessity was not regarded as one likely to be of permanent duration; for it was remarked that "as the importance of the vernacular languages becomes more appreciated, the vernacular literature of India will be gradually enriched by translations of European books, or by the original compositions of men whose minds have been imbued with the spirit of European advancement, so that European knowledge may gradually be placed in this manner within the reach of all classes of the people."

5. There can be no doubt that since 1854 some progress has been made towards this very important end, principally by the translation of European works into the vernacular dialects of the country; and the Governor General in Council will contemplate, with the greatest satisfaction, further indications of a desire and ability on the part of the natives of India to add to this progress. It is gratifying to find in the memorial now before Government, so clear a recognition of the necessity of adding to the vernacular literature with the view of making it available as a medium for imparting a higher class of instruction to the great masses of the people; and his Excellency in Council notices with particular satisfaction the mention made of the steps, in this direction, now being taken by the Allyghur Scientific Society.

6. Grants for the encouragement of vernacular literature are yearly placed at the disposal of local Governments and Administrations in the chief provinces of the country, and the same object is further aimed at by the publication, or purchase by the various Education Departments, of vernacular books for sale and distribution. By these and such other means as may from time to time suggest themselves, the Governor General in Council hopes that the vernacular languages of India may be made more and more available as media for conveying instruction of a higher order, and it will always be an object with his Excellency in Council to keep this important subject prominently before the education authorities, and to give every help towards the attainment of the end in view.

7. As regards the requests * made in the 19th paragraph of the memorial, the Governor General

* (1.) That a system of public education of the highest class be established, in which the arts, sciences, and other branches of literature may be taught through the instrumentality of the vernacular.

(2.) That an examination in the vernacular be annually held in those very subjects in which the student is now examined in English in the Calcutta University.

(3.) That degrees now conferred on English students for proficiency in the various departments of knowledge, be likewise conferred on the students who successfully pass in the same subjects in the vernacular.

(4.) That either a Vernacular Department be attached to the Calcutta University, or an independent Vernacular University be created for the North Western Provinces.

General in Council thinks it must be admitted that the vernaculars of the country do not as yet afford the materials for conveying instruction of the comparatively high order contemplated by the British Indian Association. A large proportion of the books contained in the University Examination Catalogue remain as yet, it is believed, untranslated in the vernaculars; and it must be borne in mind that even the translation of only such books as are specially prescribed for study by the University, would hardly of itself be sufficient to warrant the introduction of the proposed measures; for the object of university education is not merely or principally to secure a knowledge of certain specified books, but to prepare and fit the mind for the pursuit of knowledge in the wide sphere of European science and literature, and for some time to come this can probably be carried on by natives of India only through the medium of the English language.

8. At the same time the Governor General in Council will be glad, as will also the local Governments, to recognise and assist all efforts made either by societies like yours, or by individuals, to further the object which both your society and Government have equally in view; and will at all times be happy to receive practical suggestions on the subject, and give them the fullest and most careful consideration.

9. It must, however, be borne in mind, as remarked by the Secretary of State in his Education Despatch of 1861, that it is practically impossible, even if it were desirable, for Government to undertake the whole expense of imparting a sound education to a country so densely populated as India. The Government must look to the wealthier classes to contribute freely their time, their money, and their influence, towards an object in the successful accomplishment of which the prosperity and advancement of India so greatly depends.

10. It has been only by such efforts on the part of individuals, or sections of the people, that education has been widely spread in European countries generally, and the task is, in fact, one which no Government can wholly assume with any prospect of success.

(signed) *E. C. Bayley,*
Secretary to the Government of India.

(No. 4222).

COPY of the memorial, and of this reply, forwarded to all local Governments and Administrations for information.

(signed) *E. C. Bayley,*
Secretary to the Government of India.

To His Excellency the Viceroy and Governor General of India in Council.

The humble Petition of the British India Association, North West Provinces.

May it please your Excellency,

WE, the undersigned, members of the British Indian Association, North Western Provinces, are deeply sensible of and do fully appreciate the strenuous efforts which the Government has made in the matter of public education and civilisation in general of the natives of India, and for which all of us owe a very heavy debt of gratitude. We fully believe that Government has taken in hand the subject of public education from motives of the purest disinterestedness, that the good of the people has been its sole object, and that its constant endeavour is always to improve the condition of its subjects.

2. In the firm impression of this belief we are now encouraged to come forward and submit certain schemes, which, if carried out, we are persuaded, will have the effect of greatly enhancing the benefits of the present system of education, and we earnestly trust that the Government will be graciously pleased to take these schemes into their serious and most favourable consideration.

3. We confess that many of the arts and sciences, now prevalent in Asiatic countries whose history and subject-matter are embodied in the works of our most celebrated authors of old, and which have descended to us in their pristine condition, unchanged and unimproved, are founded on principles which the modern advancement of knowledge has proved to be false and erroneous. There are others, based indeed on sound and true principles, but whose condition or status, owing to the additions of modern research and discovery, has entirely changed. There are others, again, the study of which has now become obsolete and useless; while, on the other hand, there now flourish in the world many sciences and arts which owe their origin to the present age only, and were quite unknown to our ancestors. Hence it is an indisputable fact that a study of those sciences

and those languages which are only prevalent in Asia, is wholly insufficient for the advancement of our knowledge or the enlightenment of our minds, while it is no less certain a fact that to obtain these advantages there is no better way than to study the English language, and through it to gain access to the richest treasures of modern thought and knowledge. And it is for these reasons that we all agree in considering that the Government policy connected with the introduction and diffusion of the English language into this country has been well conceived and should be steadily carried out.

4. But meanwhile it is possible that, while we are prosecuting one good work, we may be neglecting others of greater urgency and importance, and thus lessen the value of efforts which, properly and impartially directed, might reach the highest point of success. This error we conceive to have been made in the present system of education. We are eager that this system should be as faultless as it can be desired. and we cannot but think that in our intentness upon the accomplishment of one good work, we are losing sight of others, to which greater importance may be attached.

5. The duty of a Government, especially that of the British Government, is undertaking the public education of the numerous classes of its subjects, each different class having a religion and customs of its own, is to impart such knowledge and instruction as will be useful to the people in the every-day business of their lives, as will rectify and improve their habits and morals, as well acquaint them as far as possible with the known truths of nature and science, and as will engender in them nobility of principle and elevation of idea, while at the same time care must be taken that neither principles nor ideas be made to rest on the tenets of any religion, or on the practice of any national or religious custom, but be founded on the laws of natural morality and the general dictates of reason. The task is difficult, indeed, but possible, and the consequences of its successful prosecution will be most momentous. The mental enlightenment of the people will be followed by the increase of material comfort. Taught the realities of things around them, they will no longer be the ready recipients of those false notions and idle terrors which occasionally confuse and alarm the public mind and lead to the disturbance of general tranquillity and order. Antipathy of race and religion will fade away before the light of nature and reason, and social respect and confidence will take the place of present dislike and suspicion.

6. A Government actuated by motives different from these, urged perhaps by the less elevated desire of carrying education only to such a point as would fit them for the performance of the ordinary duties of life, would be doing little more than a man does when he trains an animal for draught or other purpose of his own. But we sincerely believe that these are not the intentions of the Government of India; we feel sure that the work it has commenced has been undertaken with the highest objects and the most liberal aims, and of this the three Universities, in which the most advanced education is made accessible to the general population, are conspicuous proofs.

7. We would therefore draw the attention of our Government to the question, whether the existing system of education provided by the State is capable of securing the true ends of education as we have above sketched them. We would humbly represent that, in our opinion, under the present system those ends are incapable of attainment. A few, indeed, out of the 140 millions subject to the Government of India, may have received through its means all the pleasures and benefits of a sound and liberal education, but these few are insignificant when compared with the great majority, and this majority has received no enlightenment, in fact has not been affected at all. The country, as a whole, is in its original state of uncivilised ignorance, and has tasted none of the advantages of learning and civilisation. We have said that in offering our present petition our object is not to revive the dead learning and refinement of Asia, but to supplant all this by the introduction of the truer and more recently acquired knowledge of Europe, while we desire to benefit not the few only, but the large masses of the people, and to spread over the whole country the blessings of good morality and sound wisdom.

8. At present an acquaintenance with the higher branches of knowledge can be obtained only by a study of the English language, and it is this which presents the greatest obstacles to the general and rapid propagation of useful knowledge in the country, and which delays the approach of any change for the better in the ideas and morals of the people. By this the growth of public education is stunted and withered, and a few only, through a medium difficult of access, can cull the fruits of a learning which should be easy of approach to all.

9. The cause of this condition of things is not any jealousy or dislike felt by the people towards the study of English. The times in which such feelings were held have passed away, we believe, for ever; the necessity and importance of learning English are clearly seen and liberally acknowledged by the great body of natives, many of whom have declared their views in large and influential meetings of their fellow countrymen. We will quote the words of one in particular: Syud Ahmed Khan, Principal Sudder Ameen of Allygurh.

10. "I would especially call their attention to the urgent necessity there is for the study of English. It is not only requisite on account of the many lucrative posts which it enables those who study it to fill, but on account of the manifold uses and advantages

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it confers in the daily routine of life. A thorough knowledge of English is necessary to enable us fully to understand the laws of our country, as they are shown in the ordinary acts and proceedings of our Government, to successfully carry on trade, to mix with our European fellow subjects, and to master the many arts and sciences so ably treated of in that language."

11. There are some other causes which may account for the present stationary condition of education, but one important cause is, that through the study of English alone as it is at present taught and acquired, the student (rare cases excepted) does not attain or exhibit a degree of knowledge, or a standard of morality and culture which can be respected and imitated by others, or which is capable of convincing parents and friends that a high point of education has been attained. One out of a hundred may indeed reach the much-desired degree of excellence, but the number of such is small and insignificant, and they make no impression on the millions around them.

12. It is with the object of remedying this defect that we desire to make our suggestions. We would wish that, whatever exertions are being made now in the diffusion of the English language should be continued, and from time to time increased, but that another system of education, better calculated for the spread of general instruction, be inaugurated and carried out, and through its instrumentality English be made the means of benefiting very many instead of the very few. The system we propose may be different from that now in vogue, but is not antagonistic to it; the ultimate object of both is the same. What we urge is, that instead of English alone, the vernacular also may be made the channel for the instruction of all the people alike in the very highest subjects of culture and education.

13. It may be hastily said that this proposition has been long ago settled and put at rest, but we strongly deprecate this assertion. What we propose has never even been subjected to discussion. The point settled was whether English ought to be introduced into the country, or the study of Oriental languages with their effete arts and sciences be encouraged and diffused. With the decision arrived at we all thoroughly agree; it was all that could be desired. Our proposition, however, which we offer for consideration and solution by the Government and the public is this: while maintaining and promoting English education, can we not adopt a vernacular language, as a medium better suited than a strange tongue for the general diffusion of knowledge and the general reform of ideas, manners, and morals of the people; cannot European enlightenment and civilisation be better taught through a language which is understood, than through one which is foreign and unknown, and can never be acquired by the vast majority of the 140 millions of British India? We can never teach all these millions a new and single tongue; we cannot reverse the miracle of the Tower of Babel. If this cannot be done, we have no resource but to adopt the vernacular as a medium for the instruction of the people generally in European learning and civilisation. We would do well to bear in mind the intelligent observations of Mr. B. H. Hodgson on the foundation of an institution for the iffusion of knowledge in India. "Now, I consider that if we would really benefit India by book education, it must be as we benefit her by our Government and our laws; that is, by reaching the many, by discasing book-lore, or enfranchising it, in fact; and that with the objects spoken of as the only real and sound ones, we should make their realisation our primary end and aim. Make knowledge the handmaid of every-day utility, and give its acquisition the utmost possible facilitation. Such are my wishes, and, therefore, I give an unlimited preference to a vernacular medium, both for its facility and for its aptitude to make the knowledge conveyed through it practically effective in a beneficial way, and also for its diffusible quality, &c."

14. There is a double consumption of time in the acquisition of knowledge through a foreign tongue. First, it is necessary to study the language itself, and thousands of students take up so much time in this work that no time is left to them for the study of useful knowledge by means of the language they are acquiring, and but a few only ever study it with success. Secondly, the knowledge must be studied on its own account, and rarely are any found to succeed in both. Whereas, where instruction is imparted in a student's vernacular tongue, no time is wasted, and there is a certainty of his acquiring at least some knowledge of subjects which, had the language of instruction been a foreign tongue, he would have found the greatest difficulty, in many instances, amounting to impossibility in approaching.

15. We respectfully submit that by the terms education through the vernacular, we do not mean the revival of Asiatic learning and science as subjects of instruction. On the contrary, we seek only the diffusion of the sciences and arts now prevalent in Europe, since we aim at nothing else than the universal spread of European enlightenment throughout all India.

16. Two institutions exist, the authority of which may be adduced in support of our proposition: the Thomason Civil Engineer College at Roorke, and the Vernacular Department, Medical College, Agra. In the former, the same branches of learning, and up to the same standard, are taught both in the English and vernacular departments; in other words, the books studied in the vernacular department are the exact translations of the volumes used in the English department. The examination questions are the same

for both departments. One set of papers is in English, the other in the vernacular, accurately translated. The results of the examination are similar in kind: at one time a student of the vernacular department obtains a higher place or better marks than his competitor of the English department; at another time, the English student surpasses his vernacular rival. Both enjoy equal advantages, the channel only through which they study is different. Again, in the Medical College, Agra, it does not appear that the vernacular students fall behind their English competitors in mastering subjects which in a similar way are taught to both up to a certain standard.

17. If, then, the vernacular were made the medium of instruction, the degree of learning and culture which is now reached by a few M. A. graduates would be open to attainment by vast numbers; and while now, under the system of instruction through a foreign tongue, the learning which has been once acquired soon passes away and is forgotten after the student has left the university and entered upon the ordinary duties of life under the plan proposed, not only would the amount once acquired be retained, but the medium of his knowledge being the ordinary language of his thoughts, would be constantly receiving augmentation and development in proportion to the ability of the student.

18. It is absurd to suppose that a high standard of education through the vernacular will be detrimental to the spread of English. It would be as incorrect to say that the construction of both canals and roads, where both are needed, is injurious; that one is obstructive to the other, whereas they are two separate and independent works, each beneficial in its way, but neither antagonistic to the other. For similar reasons, instruction in the English language, and general education by means of the vernacular, are two distinct works, both conducive to a good end, and not detrimental to each other. In fact, they are two different instruments for attaining similar results. Our belief, indeed, is, that a high-class education in the results of European learning, given through the vernacular, will create a desire for the cultivation of English, and materially assist its general diffusion among the natives. At present the latter have not much respect for the science and arts known to Europeans, and think acquirements of the latter inferior to those which formerly prevailed in Asia. The cause of this is their entire ignorance of European culture, an ignorance which must remain while they have no means, as at present, of removing it. Suppose that a native has returned home from the Calcutta or even some English university, crowned with the honours of an M.A. or LL.D. degree, when he converses with his friends, he is wholly unable to furnish them with any idea of what he has studied—English terms and phrases alone occur to his mind, the import of which, from want of practice, he is quite unable to give in his native tongue. His knowledge, therefore, is of little benefit to his friends and acquaintances, who carry away with them but a poor idea of his acquirements. How much greater would his influence be were he to receive his education through the vernacular, and were he able at once to impart to all around him the results of his own learning and experience. Emulation would take the place of an ignorant contempt, and the evidence, patent to their senses, of the good effect of an elevated standard of instruction, would stimulate others to follow the example before them, and tend to inculcate a general fondness for the study of modern science and learning.

19. On the grounds above detailed we very humbly but earnestly solicit the Government of India to establish a system of public education of the highest class, in which the arts, sciences, and other branches of literature may be taught through the instrumentality of the vernacular; that an examination in the vernacular be annually held in those very subjects in which the student is now examined in English in the Calcutta University; and that degrees now conferred on English students for proficiency in various departments of knowledge, be likewise conferred on the student who successfully passes in the same subjects in the vernacular; and finally, that either a vernacular department be attached to the Calcutta University, or an independent vernacular university be created for the North Western Provinces.

20. The Punjab Government, admitting the necessity of an Oriental university, has essayed to commence its foundation. The aims and objects of this are excellent, but those of the university which we solicit for these provinces are superior. The first has for its scope the revival and culture of Oriental languages; the latter seeks to be the means of diffusing throughout the country European learning and civilisation; the attainment of such an object would change the whole condition of Hindoostan.

21. It is indeed true that there are at present no works existing in the vernacular which will enable the student to read up to the standard which is now demanded for examinations in the university. But the production of such works is not a difficult task. The books contained in the University Examination Catalogue might be translated into the vernacular, and in certain subjects original compositions would be produced. There are many scholars fitted for the task, and the Allygurh Scientific Society has been working in this direction. It has only lately published a translation of the well-known Elphinstone's History of India, a book which forms a subject of part of the university examination, and will from time to time produce versions of similar works.

In conclusion, we must express our strong conviction that the scheme we advocate, if carried out, will be a most effective means for the regeneration of the country, the removal of the mists of error and ignorance from the minds of its inhabitants, and a source of incalculable

incalculable good to all alike, governor and governed. We therefore most respectfully and confidently hope that the enlightened Government of India, which has always exhibited an anxiety for the amelioration of the condition of its native subjects, will graciously bestow its most serious consideration on the important project we now submit to it.

Your Excellency's Petitioners shall ever pray.

Issen Chunder Mookerjee, Vice President.
Syud Ahmud.
Mahomed Yoosiff.
Budree Pershad.
Munnoo Lall.
Muddud Hoosain.
Mahomed Inayetoola Khan.
Mahomed Abdooshkore Khan.
Hafeezooddeen Ahmud.
Raja Jykishen Dass Buhadur, Secretary.

Allygurh, 1 August 1867.

EXTRACT from a DESPATCH from the Court of Directors of the East India Company to the Governor General of India in Council, dated 19 July 1854, No. 49.

11. WE have next to consider the manner in which our object is to be effected; and this leads us to the question of the medium through which knowledge is to be conveyed to the people of India. It has hitherto been necessary, owing to the want of translations or adaptations of European works in the vernacular languages of India, and to the very imperfect shape in which European knowledge is to be found in any works in the learned languages of the East, for those who desired to obtain a liberal education, to begin by the mastery of the English language as a key to the literature of Europe; and a knowledge of English will always be essential to those natives of India who aspire to a high order of education.

12. In some parts of India, more especially in the immediate vicinity of the Presidency towns, where persons who possess a knowledge of English are preferred to others in many employments, public as well as private, a very moderate proficiency in the English language is often looked upon by those who attend school instruction, as the end and object of their education, rather than as a necessary step to the improvement of their general knowledge. We do not deny the value in many respects of the mere faculty of speaking and writing English, but we fear that a tendency has been created in these districts unduly to neglect the study of the vernacular languages.

13. It is neither our aim nor desire to substitute the English language for the vernacular dialects of the country. We have always been most sensible of the importance of the use of the languages which alone are understood by the great mass of the population. These languages, and not English, have been put by us in the place of Persian in the administration of justice, and in the intercourse between the officers of Government and the people. It is indispensable, therefore, that in any general system of education the study of them should be assiduously attended to. And any acquaintance with improved European knowledge which is to be communicated to the great mass of the people, whose circumstances prevent them from acquiring a high order of education, and who cannot be expected to overcome the difficulties of a foreign language, can only be conveyed to them through one or other of these vernacular languages.

14. In any general system of education the English language should be taught where there is a demand for it; but such instruction should always be conbined with a careful attention to the study of the vernacular language of the district, and with such general instruction as can be conveyed through that language. And while the English language continues to be made use of, as by far the most perfect medium for the education of those persons who have acquired a sufficient knowledge of it to receive general instruction through it, the vernacular languages must be employed to teach the far larger classes who are ignorant of, or imperfectly acquainted with, English. This can only be done effectually through the instrumentality of masters and professors, who may, by themselves knowing English, and thus having full access to the latest improvements in knowledge of every kind, impart to their fellow-countrymen, through the medium of their mother tongue, the information which they have thus obtained. At the same time, and as the importance of the vernacular languages becomes more appreciated, the vernacular literatures of India will be gradually enriched by translations of European books, or by the original compositions of men whose minds have been imbued with the spirit of European advancement, so that European knowledge may gradually be placed in this manner within the reach of all classes of the people. We look, therefore, to the English language and to the vernacular languages of India together, as the media for the diffusion of European knowledge, and it is our desire to see them cultivated together in all schools in India of a sufficiently high class to maintain a schoolmaster possessing the requisite qualifications.

From Captain *W. R. M. Holroyd*, Officiating Director of Public Instruction, Punjab, to *C. U. Aitchison*, Esq., Officiating Secretary to Government, Punjab (No. 7), dated Lahore, 9 January 1868.

Education through the vernaculars, and the creation of vernacular literature.

In compliance with the instructions contained in your letter, No. 437, dated 25th October 1867, giving cover to a copy of correspondence between the Supreme Government and the British Indian Association, North Western Provinces, I have the honour to submit a report in explanation of my views regarding education through the medium of the Urdu language, and the creation of a vernacular literature. The reports also of the inspectors of the Lahore and Rawul Pindi circles, and of the Principal of the Delhi College, are herewith submitted in original.

Measures to be adopted for the accomplishment of these objects.

2. I propose in this report to examine how far education, through the medium of the vernacular, can at once be substituted for instruction by means of English books, and what measures should be taken to train up a class of men capable of originating a vernacular literature. I shall endeavour to point out:—

(1.) The changes of modifications that should be made in the present system of the Calcutta University, in order to secure the object in view, and the extent to which such changes can be introduced without revolutionising the whole scheme. It will be convenient to note incidentally, in connection with this matter, the faults that appear to me to be inherent in the present system (without special reference to the question of education through the medium of the vernacular), and the remedies that seem to be required.

(2.) The changes that should be made in the organisation of Government schools and colleges.

(3.) The inducements that should be offered to students of our colleges and to others with the view of encouraging the preparation of useful translations (or adaptations) and the production of original works.

Difficulty of translating English books, and the importance of acquiring knowledge through the medium of that language.

3. The British Indian Association has very much underrated the obstacles that are to be overcome. Mr. Alexander and Mr. Pearson have enlarged on the difficulty of translating into Urdu even elementary works, especially on mathematics and on scientific subjects. It will be found that the difficulty is not much less in the case of any other branch of knowledge; and even were it possible at the present time to provide translations of the various text books used in our colleges, the necessity for a knowledge of English as a medium for the acquisition of European science would not be removed. It has been most justly observed by the Secretary to Supreme Government, Home Department, in reply to the address of the Association, that the object of university education is not merely or principally to secure a knowledge of certain specified works, but to prepare and fit the mind for the pursuit of knowledge in the wide sphere of European science and literature, and for some time to come this can probably be carried on by natives only through the medium of the English language.

Difficulty of acquiring knowledge through the medium of English language.

4. At the same time, it is quite evident that the difficulty of acquiring a knowledge of any subject must be greatly increased when the study is pursued through the medium of a foreign language, which is but imperfectly understood, and the loss of time both to masters and pupils, under such a system, is necessarily very great.

Natives should pursue their studies through the vernacular as far as possible.

5. Our students, therefore, should be encouraged to acquire as much knowledge as possible through the medium of their own vernacular; and whilst we expect them to make themselves familiar with the English language, because it is impossible that they can by any other means become deeply versed in any branch of modern learning, we should on no account force them to pursue their studies through the medium of English, except in cases where it can be conclusively shown that such a course is really necessary.

Curriculum of zila schools, and the system of Departmental Examinations adapted to the requirements of the Calcutta University.

6. Now, the curriculum of our zila schools is designed expressly to meet the requirements of the Calcutta University, on the result of whose examinations all prizes and scholarships depend. Our students are obliged, whilst their knowledge of English is very imperfect, to learn from English text books history, geography, mathematics, and the grammar of the Oriental language, which they select for the entrance examination. Our departmental examinations in these subjects are necessarily conducted through the medium of English, as our students could not hope, without previous practice, to be successful at the entrance examination. The natural result of such a system is, that the subject taught is learnt in a slovenly manner, without precision or exactitude, whilst a careless and inaccurate style of writing English is almost invariably acquired.

System of the Calcutta University tends to retard the progress of vernacular literature.

7. Wherever the study of English extends, there does the study of vernacular text books diminish. So that the direct tendency of the present system is, not to encourage the preparation of useful works in the vernacular, but to render useless those which already exist.

The best method for the creation of vernacular literature.

8. I have long believed that the only method by which Government can hope to encourage the growth of a vernacular literature is that advocated by his Honor the Lieutenant Governor. We must hold out to the best of our students (who should be well

well versed in the classical languages of the East, and should have made a special study of one or more of the various branches of modern literature and science), such inducements as will ensure the devotion of their time and energies to the promotion of the object in view. The students of the Calcutta University, however, are at present required to take up so many subjects, that few can be expected to attain to great proficiency in any one of them.

System of the Calcutta University tends to check the growth of Urdu literature.

9. It appears, then, that the Calcutta University tends to promote the study of all subjects through the medium of English in preference to the vernacular; and, as a necessary consequence, to lessen the demand for Urdu text-books, and to check the growth of Urdu literature; and that it has not produced, and is not likely to produce, scholars possessing such qualifications as the authors of works of real merit in the Urdu language necessarily must possess.

Changes recommended in the university examinations.

10. The evils complained of may, I think, be easily remedied without disturbing the present system, except where change may be desired, or necessitating the introduction of special examinations for localities where the new system may be adopted. To effect this object, I would suggest that the Syndicate of the Calcutta University should be urged to pass the following rules:—

(1.) Candidates for the Entrance Examination shall have the option of being examined in every subject* through the medium of their own vernacular. (In Mathematics, however, even when examined in the vernacular, the use of English figures shall be permitted.)

(2.) The same option shall be extended to candidates for the First Examination in Arts, as soon as the Director of Public Instruction shall certify that the necessary text-books are available.

(3.) Students who avail themselves of either of the above rules (which must, of course, render their examination less difficult) shall be required to pass, either in Arabic or Sanscrit, the First Arts Examination in lieu of the ordinary Entrance Examination, and the B. A. Examination in lieu of the First Examination in Arts.

(4.) For the degree of B. A., instead of the usual examination, a student shall, if he so desire, be examined by the standard fixed for honours in—

I. Arabic or Sanscrit.

II. Any one of the following subjects:—English, Mathematics, Natural and Physical Science, History, Mental and Moral Philosophy.

(5.) Students who have obtained the degree of B. A. under rule 4, shall be eligible for honours in any subject except those selected for the B. A. Examination.

(6.) At the First Arts B. A. and Honour Examinations in Oriental languages, candidates shall have the option of being examined through the medium of their own vernacular.

Entrance examination to be conducted through the vernacular.

11. I will now state how far the recommendations of my colleagues agree with my own. Mr. Alexander and Mr. Willmot both recommend that the Entrance Examination be conducted through the medium of the vernacular. The latter, however, suggests that this should not be done till a "Translation Committee" shall pronounce that there are fit text-books. The Entrance Examination Calcutta University in Mathematics, however, is much less difficult than that of the Roorkee College, and the other subjects are of such a nature that, even if the students should learn them partly from English books, there would be no reason why the examination should be conducted in the English language.†

Arabic or Sanscrit to be the 2nd language in Matriculation Examination, and their standard to be raised.

12. Mr. Willmot recommends that all candidates for the Entrance Examination shall take up either Arabic or Sanscrit; to these Mr. Pearson adds Persian; both would exclude Urdu as a language. My proposals would, in the case of Government schools in the Punjab, make Arabic or Sanscrit virtually compulsory. Mr. Alexander concurs with me in recommending a higher standard in Oriental languages for students who are examined in other subjects through the medium of the vernacular.

Subjects and standard for the B. A. Examination.

13. Mr. Alexander recommends that students be permitted to select either Science or Classical Literature as the subject in which to be examined for the B. A. degree, English being compulsory on all, and the standard in all subjects being raised. Mr. Pearson recommends that students be permitted to substitute the honour course in any *one* subject for the ordinary B. A. standard. Mr. Willmot proposes an examination in two out of four subjects—English, Mathematics, Sanscrit or Arabic, and Natural Science. All concur in wishing to reduce the number of compulsory subjects.

14. It

* Except of course the English language.

† This remark does not apply to the First Examination in Arts, since for many of the terms that occur, in English history for example, no Urdu equivalents have yet been fixed.

Subjects to be reduced and standard to be raised for the B. A. Examination.

14. It will be observed that we all desire that a student should be able to turn his attention to special subjects after passing the First Examination in Arts; or, in other words, that the number of compulsory subjects for the B. A. Examination should be reduced, and the standard in each subject raised. By the existing rules every candidate for this examination must be examined in the following subjects:—English and a classical language, History, Mechanics, Hydrostatics, Hydraulics and Pneumatics, Astronomy, Mental and Moral Philosophy, Logic; and also either in Conic Sections and Optics, or Thermotics, Chemistry and Electricity, or Geology and Physical Geography. After this he is at liberty to take up special subjects.

Proposal of Mr. Pearson to recognise Persian as a classical language in university examinations.

15. Mr. Pearson suggests that the Syndicate should be urged to allow students to take up Persian for the higher examinations (*vide* para. 9 of his Report). There may be much truth in what the inspector has written in support of this proposal. The study of Arabic or of Sanscrit must, however, be far more beneficial as a discipline for the mind; and it should be remembered, also, that Persian will not serve, like the other two languages, as a mine from which to enrich the vernaculars of this country. We can teach Persian in our Zila schools to a point that will enable the Arabic scholar to make himself, without difficulty, thoroughly conversant with Persian literature.

The knowledge possessed by the undergraduates of the Calcutta University is generally meagre.

16. It is an indisputable fact that the knowledge of English possessed by the undergraduates of the Calcutta University who are to be met with in Upper India is, as a rule, of a very superficial character. In order to pass the Entrance Examination it is by no means necessary that a student should be able either to write or to speak English with even tolerable accuracy. He is, however, required to master the contents of a book containing short extracts from various authors, and designated "the Entrance Course." The same system is continued after matriculation, and one continual course of "cramming" is forced by the Calcutta University on our colleges and schools. I entirely concur with all that has been urged on this subject by Mr. Alexander and by Mr. Willmot, the latter of whom especially has very fully exposed the evils of the existing system.

Examination in languages to be more searching.

17. The Entrance and First Arts Examinations in English are calculated to test the knowledge possessed by the students of certain small books of selections, and do not insure, as I think they ought, a critical knowledge of the language. In my opinion, the student should be required to translate into his own vernacular passages taken from standard authors, to be fixed by the Syndicate of the Calcutta University, passages taken from English periodicals, and papers of sentences. He should translate into English passages taken from vernacular books and newspapers, and papers of sentences. He should be examined also in grammar, idiom, and composition. The examination in the classical languages should be of the same nature, omitting only the passages from newspapers.

Examination in translation.

18. The papers for translation into English should be carefully adapted to test the command possessed by the student over the tenses of the English verb, and to show that he is familiar with the idiom of the language, and that he has mastered those peculiarities in which it more especially differs from his own.

Recommends the suggestions made by Mr. Willmot, in paras. 36 to 43.

19. I would particularly draw attention to paras. 36 to 43 of Mr. Willmot's Report.* His suggestions appear to me to be well worthy of adoption. I think, however, that the papers for translation should be of the nature described in the last paragraph, and not *all* taken from the classical works that may be selected by the Syndicate.

Concurs with the views of Mr. Willmot, regarding the study of the vernaculars, modifications in the Mathematical Course, and the abolition of mental and moral sciences for the First Arts Examination.

20. I entirely concur with the views expressed by Mr. Willmot, in para. 49, regarding the study of the vernaculars, and the recommendations contained in paras. 50 and 51, with reference to certain modifications in the Mathematical course, and the abolition of Mental and Moral Philosophy as a part of the curriculum of the First Examination in Arts.

New system for examining in English for matriculation.

21. Mr. Alexander, like Mr. Willmot and myself, strongly condemns the use of books of selections as English text-books for the Entrance Examination, and recommends that the candidates be tested by a paper on grammar and idiom, by translation and re-translation, and by Oriental composition; he suggests also that the vernacular languages should form no distinct part of the Entrance Examination, and objects to the use of Abercrombie.†

Appointment of an English Colloquial Examiner recommended by Mr. Willmot.

22. Mr. Willmot recommends that an English colloquial examiner be appointed by the Calcutta University. Provided the system could be satisfactorily carried out, it would no doubt be very beneficial. I think, however, that if translation and re-translation be made the principal test in English, and the suggestions offered in para. 19 be observed, no student will be able to pass the Entrance Examination unless he possesses such

* It will be observed that Mr. Willmot would exclude English poetry altogether from the Entrance course. I am hardly prepared to go so far; though I think that, if taught at all in our schools, it should be taught only in the higher classes. I shall have occasion to revert to this subject when proposing a new scheme of studies for Zila Schools.

† The study of Abercrombie is extremely unpopular, and, in the opinion of principals and professors, not very profitable.

such a knowledge of the English language as will at all events enable him, after a little practice, to converse with fluency.

B. A. and higher Examinations confined to Calcutta.

23. In para. 52 it is urged by Mr. Willmot that the B. A. and higher Examinations shall not be confined to Calcutta. This subject has lately been brought to the notice of the Syndicate, who still, however, withhold their assent to the proposed alteration.

Consideration of the question of education through the vernacular concluded.

24. Having considered the measures that should be introduced by the Calcutta University with the view of meeting the requirements of this Province, and the wishes and opinions of its rulers, its people, and the higher officers of the Educational Department, and having pointed out how such measures may be introduced without disturbing the existing system elsewhere, or necessitating the institution of separate examinations; having drawn attention also to the fundamental errors that are inherent in the present mode of conducting examinations in languages, and the evils that are thereby entailed on our colleges, and having indicated the reforms that seem to be called for, I now turn to the second part of my subject.

Insufficiency of the staff of the Government colleges.

25. The Lieutenant Governor is well aware that the present staff of the Lahore and Delhi Colleges is insufficient to perform the work that is required, even when there are but four classes, and it is evident that the difficulty would be greatly increased were there two higher classes reading for honours. If the suggestions of Mr. Willmot regarding the curriculum for college classes be adopted by the Syndicate of the Calcutta University, the efficiency of the professors will be greatly increased; but it will still be impossible, with the existing establishments, to carry on the duties of the two colleges in a satisfactory manner, more especially if the students are encouraged to take up special subjects, not only for honours but also for the B. A. Examination.

Amalgamation of the two colleges.

26. Mr. Willmot has gone very fully into this subject (*vide* his report, paras. 59 to 68), and I fully agree with the general tenor of his remarks, and recognise the soundness of his recommendations. In the amalgamation of our two colleges will be found the solution of existing difficulties.

Appointment of a Law Professor.

27. The appointment of a Law Professor I look upon as a matter of great importance. I think, however, that he, rather than the Professor of English Literature (*vide* Mr. Willmot's report), should be required, in addition to his other duties, to lecture on some second subject, such as History.

Professors for other subjects.

28. There should be a Professor for each of the following subjects:—

English Language.	Law and History.
Mathematics.	Arabic.
Natural History.	Sanscrit.

The present establishment sanctioned for the two colleges.

29. It will not be necessary, in the first instance, to fix the salaries so high as Mr. Willmot has proposed. The establishments at present sanctioned for each of the colleges are shown below—

	Rs. *Rs.*	*Rs.*
Principal,	700 + 60 house rent	760
Professor,	450 + 50 „	500
Arabic Professor		150
Librarian		50
Two Chuprasses		10
Contingencies		50
		1,520
Sanctioned Expenditure for the two Colleges		*Rs.* 3,040

I should hardly think that it will be desirable until the success of the college becomes manifest to raise the pay of the Principal beyond the present rate of 760 rupees, but this will, of course, depend on the claims and qualifications of the gentleman on whom the appointment may be conferred. A competent Professor of Law and History can, no doubt, be obtained on a salary of 550 rupees (including 50 rupees for house rent). There will be no immediate occasion to raise the salaries of the other two Professors or of the Arabic Professor above the rate at present sanctioned, and a competent Sanscrit Professor can be entertained in place of one of the Arabic Professors, for whom, however, it will be necessary to provide*.

30. The

* I have assumed that it would not be necessary to provide in the new institution for both the gentlemen who at present hold the post of Principal.

Establishments proposed for the new college.

30. The establishment will then stand as shown below:—

	Rs.	Rs.
Principal and Professor - - - -	760 including	60 house rent.
Professor of Law and History - - -	550 „	50 „
Professor - - - - - - -	500 „	50 „
Professor - - - - - - -	500 „	50 „
Arabic Professor - - - - -	150	
Sanscrit Professor - - - - -	150	
Librarian - - - - - -	50	
Two Chuprasses - - - - -	10	
Contingencies - - - - - -	50	
TOTAL - - - Rs.	2,720	

This gives a clear saving of 320 rupees per mensem.

Appropriation of the saving of 320 rupees in giving scholarships, &c. as a temporary arrangement.

31. It will be of great importance in the first instance to allow to the students of the college that may be merged in the other, sufficient stipends to induce them at once to attend the new institution. The savings shown above would, it may be hoped, suffice to effect this object, and also to provide for the second Arabic Professsor, until such time as suitable employment can be found for him.

The saving of 320 rupees p. m. to be ultimately applied to improving the establishments.

32. Both these charges will be of a temporary nature, and the savings can be hereafter applied to increasing the salaries of the Principal and Professors or otherwise improving the establishment. The Supreme Government, which is pledged to grant to each of the Government Colleges a second professor, will no doubt be equally ready to sanction a similar increase of establishment in the amalgamated college, when it can be shown that the number of students has so increased, and the range of instruction so extended, as to justify such a measure.

Recommends the appointment of five Native Assistant Professors, instead of the two new European Professors.

33. Instead, however, of two more European Professors, I advocate the appointment of five Assistant Professors. These should all be native students who have specially distinguished themselves by their proficiency in Oriental languages, and in the subjects they will be required to teach.

176 rupees to be the average salary of each Assistant Professor, and specification of their qualifications.

34. To the Assistant Professorships salaries of the average value of 176 rupees per mensem will be attached, and they will be, beyond all doubt, most eagerly sought after. It should be made known that the Professorships will be conferred on those students of the Government College who shall first pass the Honour Examination in each subject, and be placed in the first class, provided that they shall have passed by the Honour standard in Arabic or Sanscrit, and shall be considered in every way qualified for the appointments, and provided also that the college shall have been attended for the space of one year by a certain average number of students, the number being slightly raised for each additional Assistaut Professor who may be appointed.

Advantages of the amalgamated college.

35. By this means we shall obtain one excellent college, and this at no additional cost in the first instance, and without incurring hereafter a greater expenditure than has been already guaranteed by Government. The establishments will be immediately placed on a footing that will admit of effective instruction being imparted to all the classes, and will eventually be so strengthened as to enable them to perform any work that can possibly be required of them for the space of many years.

The proposed measure will induce out-students to acquire an education of a high order.

36. At the same time a very powerful inducement will he held out to our students to acquire an education of a high order, a spirit of emulation will be excited amongst them, and we shall be taking the most direct means to provide, in the least possible time, the nucleus of that band of learned men who will, ere long, it may be hoped, arise and become known to the world as the authors of an Urdu literature.

The new college to be located at Delhi.

37. In my opinion, Delhi is a much more favourable locality for a college than Lahore. At Delhi spacious buildings are already available, whilst at Lahore the college has yet to be built. Attached to the college at Delhi is a large compound, with every convenience for the encouragement of athletic sports. Delhi has always been famed as a seat of Oriental learning, and as the city where the Urdu language is spoken in the greatest purity, and all efforts that may be made within its walls to improve the language and literature of the country must be carried on under extremely favourable circumstances.

Reasons why the new college should not be stationed at Lahore.

38. Lahore has none of these advantages; it contains, moreover, a Mission College, which possesses the confidence of the masses (if one may judge from the vast number attending the school and branches), and it seems, therefore, on the whole, less desirable to maintain a Government college there than at Delhi, especially when we remember that the Lahore College contains at present only eight students, and that there seems at present no reasonable prospect of any considerable increase of numbers.

New scheme of studies for Zila schools.

39. I have in personal consultation with Mr. Willmot, and with Mr. Doran, the head master of the Delhi Zila School, drawn up a new scheme of studies, which will be submitted to Government in the course of a few days, after I shall have had an opportunity of obtaining Mr. Alexander's opinion as to its merits.

40. By

40. By the operation of this scheme Mr. Alexander's suggestions for the improvement of our Zila schools, as shown in para. 10 of his report, will all be enforced, with the single exception of that marked *g*. Though I agree with Mr. Alexander, that it is desirable that the student of a Zila school should extend his reading beyond the subjects fixed for the Entrance examination, we cannot, in my opinion, introduce such a system immediately. The matter however will be discussed when I submit the new scheme of studies.

Mr. Alexander's suggestions carried out in the new schem of studies for Zila schools.

41. Mr. Willmot has recommended (paras. 72, 74) that the pay and the position of the head masters of superior Zila schools should be raised, and that men of superior attainments should be appointed as opportunity offers. The principle that Mr. Willmot advocates is, I think, a sound one, and it will be desirable hereafter to act upon it, especially when the standard of instruction in our superior schools shall be higher than it is at present.

Appointment of men of superior attainments as head masters of superior Zila schools.

42. It is very essential that greater encouragement should be given to the study of Oriental languages amongst officers of the Educational Department. To effect this object the same rewards that are allowed to military officers should be offered to all European gazetted officers of the Educational Department, who have been educated in Europe.*

Rewards allowed to military officers should be offered to European officers of the Educational Department for proficiency in Oriental languages.

43. Much may be urged in favour of the suggestion contained in para. 73 of Mr. Willmot's report regarding a proposed examination in English, mathematics, law, &c. The scheme however seems to me to be not altogether free from objection, and as it does not immediately affect the subject under consideration, I shall reserve my judgment until I shall have thought over and discussed the matter more fully.

Proposals of Mr. Willmot for examinations in English, mathematics, law, &c.

44. I have now to consider the special inducements, that should be offered to encourage the formation of an Urdu literature, and to promote a high order of education. Provision has been made in the Budget of 1868-69, for a sum of 10,000 rupees for the patronage of literature. Out of this a small amount will be expended on the purchase of the journal of the Allygurh Scientific Society, and similar objects, and the remainder will be available for rewards to be offered for new works and for translations, and for the employment on special duty of any persons to whom may be entrusted the preparation of particular text-books.

Practical measures for the formation of Urdu literature.

45. The first step appears to me to be the preparation of such text-books as may be required for the curriculum of the entrance examination, for the first examination in Arts, and for Vernacular schools. It will be necessary, so to speak, to take stock of the works already available, to determine what books are well suited for the purpose, what books require emendation, and what new books shall be prepared. In the latter case it should be determined also whether a translation is wanted or a totally new work, or whether an adaptation of some English book will serve our purpose better.

Preparation of text-books in Urdu for the Entrance and First Arts examinations and for vernacular schools, to be undertaken at first.

46. The "Student's Hume" is one of the text-books for the first examination in Arts. Many of the passages in a mere translation, however well executed, would, I feel sure, be quite unintelligible, and it is very doubtful whether an original work in Urdu could be produced that would adequately supply its place. It would at the same time be quite possible to exclude such passages and allusions as cannot be clearly rendered in Urdu, to explain carefully or present in a different form that which would appear obscure to a native reader, and at the same time to retain the general substance of the work.

Translation of "Student's Hume."

47. When we have fully determined (1) what books should be revised; (2), what English books should be translated; (3), from what English books adaptations should be made, and (4) what new books are required—intimation should be given in the "Government Gazette," and prizes varying in value according to the amount of labour involved should with the sanction of Government be offered for each work. It may perhaps in some cases be desirable to offer a prize for the best book that may be produced, leaving it optional to submit either translations, adaptations, or original works. It will however in my opinion be more convenient to employ competent persons on special duty for the preparation of some of the text-books. I hope very shortly to bring forward definite proposals in connection with this subject when submitting a report on the Book Department, which appears to me to be capable of much improvement.

Prizes to be offered for original composition, translations, and adaptations.

48. In order to determine the prizes, each book shall be examined by at least four persons competent to give an opinion on the matter; at least three persons shall be required to assign marks for the subject-matter of the work, and at least three for the style.† The examiners shall be recommended by the Director of Public Instruction after consultation. Prizes offered by Government shall be awarded for the books that obtain the highest number of marks, provided both the style and the subject-matter be approved.

Examination of books both as regards subject-matter and style.

49. Mr.

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* This was recommended three years ago by the Commission on Military Text Books.

† A vernacular scholar might be quite competent to give an opinion as to the style of the language employed in a History of England, whether the work was easily intelligible, &c., without being himself well acquainted with the history; on the other hand, an Englishman might be no great vernacular scholar and yet able to give an opinion as to the merit of the subject-matter of the book.

A Committee for the examination of books cannot be appointed at present, as proposed by Mr. Willmot.

49. Mr. Willmot's recommendations regarding the appointment of a committee appear to me to be very judicious in themselves, but they could not at present be satisfactorily carried into effect. It would not be possible to find members properly qualified to undertake the work that would be required of them.* The measures that I have suggested would prepare the way for the introduction, a few years hence, of such a scheme as that which Mr. Willmot has proposed. Even now, however, the works could be submitted and the prizes awarded in the manner and on the conditions indicated by Mr. Willmot.

Endowment of fellowships.

50. After establishing a college on a satisfactory basis, the most important measure to be undertaken is the endowment of fellowships, of sufficient value to induce the most able of our students to devote their lives to literary and scientific pursuits.

The present education fits our students for business rather than for literary pursuits.

51. The education that we impart fits men for the business of life, and enables them to obtain lucrative employment, at the same time it teaches them comparatively expensive habits, and it would be idle to expect that men so trained will adopt a literary career, unless they are enabled to live in tolerable comfort. There is at present no reading public in this country, and it will be long before a good writer can gain a livelihood by his pen.

Funds raised for the establishment of fellowships to be named after the late director.

52. The fund that it has been proposed to raise with the view of establishing fellowships, to be called after the late director, will be a step in the right direction, and it may be hoped that the Supreme Government, considering the great importance of the object, will supplement this fund by a grant-in-aid.

Endowment of the college with land for the maintenance of fellowships.

53. This, however, can be only a commencement: in order to meet hereafter the wants of the college a very large sum will be required. The most effectual method of providing adequately for the future, and founding a considerable number of valuable fellowships, some of which most certainly should be travelling fellowships, would be to endow the college with land.

Messrs. Willmot and Alexander propose the endowment of fellowships, whilst Mr. Pearson is in favour of the establishment of professors.

54. Before dismissing this subject it should be observed that Messrs. Willmot and Alexander have warmly urged the endowment of fellowships (the former bringing forward a detailed scheme) whilst Mr. Pearson advocates the endowment of professorships.

Professors should be selected from amongst native scholars in course of time.

55. In my opinion it is undesirable at present to increase the expenditure on the college staff. I think further, that in process of time, when the province is able to produce distinguished native scholars, the professors should, as a rule, be selected from amongst this class.

Departmental examinations of colleges and schools.

56. I will not enter at present into the subject of Departmental Examinations for the students of colleges and zila schools, as the nature of these examinations must depend to some extent on the measures that may be adopted by the Calcutta University. Should the Syndicate refuse to make any alteration in the present system of conducting examinations in languages, it will be necessary either to effect such arrangements as may be calculated to counteract their ill effects, or to organize a separate university for the North-Western Provinces and the Punjab. In any case, however, considerable changes appear to me to be required. On this matter I shall hereafter have the honour of submitting a separate report.

Good vernacular education should possess some recognised value, which is not the case at present.

57. It is essential to the promotion of any but the most elementary instruction amongst those who do not learn English, that a good vernacular education should possess some recognised value. At present this is not the case; some of the students of town schools are employed as village teachers, a few obtain higher appointments in the Educational Department, and until lately others were admitted to Roorkee: at Roorkee, however, a knowledge of English is now required.

Difficulty of obtaining employment for Oriental scholars.

58. The best students of our vernacular schools, and there are amongst them (in the Amballa Circle at least) some really good Persian scholars, can obtain no employment. The knowledge of mathematics, history, and geography, that we have striven with so much labour to introduce into our vernacular schools is, as a means of advancement in life, literally of no value whatever. † A young man who has distinguished himself amongst all the vernacular students of a circle of inspection, will not be content to keep a small shop or teach a village school; yet this is the work in which some of our very best scholars are now obliged to occupy themselves.

Examination of Government servants unacquainted with English.

59. Until examinations of various grades are fixed for all servants of Government, no great advancement of education can be expected in localities where English is not taught. Several years ago, I brought this subject to notice, and it was by Major Fuller submitted to Government. Sir Herbert Edwardes was much interested in the result, and made a speech on the subject to the chiefs and the native officials who were assembled at an Educational Durbar at Amballa.

A separate report will be submitted on this subject.

60. I propose to bring forward renewed proposals on this subject, as its importance with reference to the encouragement of education through the medium of the vernacular can hardly be over-rated.

61. Mr.

* *i.e.* Three Natives and three Europeans, all good Oriental scholars and well versed in all the subjects enumerated by Mr. Willmot.

† Except to students who enter the Roorkee College.

61. Mr. Willmot has recommended that no student of a Government school who has attended for less than six (or five) years shall be permitted to offer himself for the B. A. examination. Should the proposals that I have made for a preliminary examination be adopted it might be ruled that three years should elapse between the preliminary and the Entrance Examination. Some hardship might otherwise be inflicted on students who had acquired a considerable knowledge of English before entering a Government school. This, however, is a mere matter of detail the principle is one that I have never ceased to advocate.

Period of study for the Entrance and B. A. examinations.

62. Mr. Willmot suggests (paragraph 34) that a post-mortem examination be held of all students who fail at the Entrance Examination in one subject only, by less than one-sixth of the requisite number of marks, *i. e.*, by 5½ (or in some cases 4⅛ marks). The object, perhaps, might be better attained by allowing such students in special cases to receive instruction with the first year college class. The institution of an extra examination would entail much trouble, and it must be remembered also that the proportion of marks required to pass a student (one-third and for some subjects one-fourth of the maximum number) is very low.

Examination of failed students.

63. The question discussed by Mr. Willmot, in paragraph 12 (b), of allowing natives to be examined in this country for the Indian Civil Service, is one of considerable difficulty. It is, however, of the very highest importance as regards the future of British India and the stability of British rule. I will not attempt in this Report to give expression to my opinion, but I shall be glad to receive permission to lay my views before his Honor in a separate memorandum, as the subject is one to which I, in common, I should suppose, with all who have at heart the welfare of this great empire, have given much thought.

Examination for civil service of natives in this country.

64. I beg to draw attention to paragraphs 18—22 of Mr. Willmot's Report. It is certain that the measures there advocated would be of great benefit, both to the Civil and the Educational Departments, and to all those who seek a career in India.

Invites attention to paragraphs 18—22 of Mr. Willmot's Report.

65. I annex a Table exhibiting clearly the various recommendations that I have brought forward.

Table recapitulating the recommendations contained in this Report.

(signed) *W. R. M. Holroyd*, Captain,
Officiating Director of Public Instruction, Punjab.

Office of Director P. I. P., Lahore,
2nd January 1868.

ABSTRACT of Recommendations contained in the Report from Captain *W. R. M. Holroyd*, Officiating Director Public Instruction, Punjab, to Government (No. 7); dated 9th January 1868.

MODIFICATIONS proposed in the present system of the Calcutta University, with the view of meeting the requirements of this province, without necessitating any alteration in the rules applicable to Bengal.

1. A student may be examined for the Entrance Examination in all subjects (except English) through the medium of his own vernacular.

2. The same rule will apply to the First Examination in Arts, when text-books are available.

3. A student taking advantage of either of the above rules must pass by the First Arts standard for matriculation, and by the B. A. standard in lieu of the First Arts standard in either Arabic or Sanscrit.

4. For the degree of B. A. a student may be examined by the standard fixed for Honours in—(1) Arabic or Sanscrit, (2) either English, Mathematics, Natural and Physical Science, History, or Mental and Moral Philosophy.

5. Students after passing the B. A. Examination under Rule (4) can take up any subject (not selected for the B. A. Examination) for Honours.

6. Students may in all cases be examined in Oriental languages through the medium of their own vernacular.

ALTERATIONS proposed in the present method of conducting Examinations in Languages.

Students shall be required to translate into their own vernacular, passages from standard authors (to be fixed by the Syndicate), passages from newspapers (if the language be a modern one), and papers of idiomatic sentences. Similar papers shall be given for translation into the language in which the students are examined. They shall be examined also in Grammar, and Idiom, and Composition.

The changes proposed by Mr. Willmot, in paragraphs 50 and 51, with reference to certain modifications in the curriculum, shall be carried into effect.

CHANGES proposed in the Educational Department of the Punjab.

1. Amalgamation of the two Government Colleges, appointment of Law Professors, &c.

2. Appointment of five Assistant Professors instead of two more European Professors.

3. Special rewards shall be offered for new books, translations, &c.

4. The Book Department shall be re-organised, and arrangements shall be made for the employment on special duty of a competent man for the preparation of certain books. A separate report to be submitted on this subject.

5. Endowment of Fellowships. If practicable an endowment of land would be the most satisfactory arrangement.

6. Grades of examination in the vernaculars shall be fixed. A separate report to be submitted on this subject.

7. Departmental Anglo-vernacular examinations now under consideration.

8. Students of Government Schools shall not present themselves for the Entrance Examination until a fixed time shall have elapsed after passing certain Departmental Examinations.

N. B.—In the Report special attention has been drawn to certain recommendations made by Mr. Willmot.

(signed) *W. R. M. Holroyd*, Captain,
Officiating Director Public Instruction, Punjab.

MEMORANDUM by *C. Pearson*, Esq., Inspector of Schools, Rawulpindee Circle, upon the proposal of the British Indian Association, North-Western Provinces, to encourage and extend Vernacular Education.

1. THE superiority of a tongue "understanded of the people" for conveying instruction will hardly be contested at the present day. The study of foreign languages is useful in many ways, and no translation can represent faithfully the great works of imagination which have generally been considered essential to a liberal education. But when we are dealing with such subjects as history and science it is a clear loss to have the mind diverted from the matter in hand by the obscurity or unfamiliarity of the terms in which it is expressed.

Difficulty of producing good school-books in the vernacular.

2. The difficulty, however, of producing even satisfactory school-books in the vernacular is one that constantly forces itself upon the consideration of those who are practically engaged in education in this country, and it is obvious that in attempting to create a university course of the same kind we have before us a far more arduous task.

Vernacular studies in Civil Engineering and Medical Colleges at Roorkee and Agra.

3. The memorial of the British Indian Association refers to the Civil Engineering College at Roorkee and the Medical College at Agra, as affording examples of a higher education through the vernacular, but the practical duties of an overseer of public works or of an apothecary, may be performed by those who have had no such previous training as would be recognised by a university degree, and I am not at all aware that the vernacular text-books in use at Agra and Roorkee are sufficient for such a purpose. The memorial mentions also, and I think with more reason, the Urdu translation of Elphinstone's History. But a work of this kind, being for the most part a narrative of events in India, avoids the difficulty of expressing new ideas in precise and suitable terms, and furnishes no guarantee that translations of mathematical and medical works, or even of the Philosophical Histories of Modern Europe will be equally successful.

Translation of Elphinstone's History.

Details respecting vernacular books used in Government schools.

4. I have noticed the want of good elementary school books. It may be worth while to state the circumstances of this deficiency, with a view to appreciate the work which the British Indian Association perhaps underrates.

The vernacular school books used in Northern India have generally been compiled by natives employed in the Educational Department, with more or less assistance from their European masters. No great results could be expected from such a system, and as a matter of fact, less has been accomplished than would seem possible. A literature cannot be made to order, and it is no wonder that we have been unable to find Urdu substitutes for the Persian classics, but I am not sure that our translations are more successful than our attempts at original composition. Our History of India will pass muster, but the compiler has no claim to be considered a historian, and I should doubt whether a single copy was ever purchased except for school use. The same may be said of our geographies. The Urdu and Persian Grammars are adopted from the Arabic. The Arabian Grammarians have, I suppose, a logical system, but our book-makers have made a wonderful jumble of metaphysics and declensions without any definite plan, and for the most part without

Original literature.

History of India.

Geography.

Grammar.

without use or meaning for school-boys. Text-books of arithmetic, consisting of examples and simple rules for working them, have been prepared sufficiently well for practical purposes. An arithmetic, however, should contain some explanation of the principles upon which the rules depend. An attempt has been made to supply the defects of former editions by substituting an adaptation of Barnard Smith's well-known work. It appears to have been carefully executed, but rather proves than solves the difficulty of producing a satisfactory translation; for intelligent natives unacquainted with the original are unable to follow the reasoning of the Urdu version, nor can I do so myself without reference to the English version. The technical terms used may or may not be the most appropriate; they may or may not bear the required sense in Arabic works of science, but at least they are not understood by those for whom the book was intended, and who may be presumed to be familiar with the usual Urdu vocabulary. Arithmetic.

A short time ago the head master of my normal school brought me an arithmetic, upon which he had evidently bestowed considerable pains. There were faults in the plan which made it practically useless, but in treating of Proportion he had borrowed his terms from the definitions of the fifth book of Euclid, and so far had firm ground to go upon. I cannot say how far Arabic works on arithmetic, if such exist, could furnish materials for an Urdu version after the English method. Without some such authority I am sure that no mere translation of an English arithmetic will suffice, but that we must wait for an entire reconstruction of the science.

The Urdu Euclid has been easily borrowed from the Arabic translation of the Greek original, and is quite satisfactory. I have seen two Urdu algebras; one is used in our schools. The other, a larger work, was compiled by a native mathematician of some repute at Delhi College 20 years ago. Both are simply collections of examples for practice. The consequence is that algebra is viewed in our schools as a sort of legerdemain with letters and symbols, and very few have a notion that it is taught as the science of number. Our Manual of Natural Philosophy, which I have not seen used except in the normal schools, is a translation from some English book of popular science. I will not say that popular science is of no use. When a school-boy goes to the Polytechnic on a half-holiday to see Pepper's Ghost and take a shock from an electric machine he may be making a good use of his time, and it may be very well that our normal students should learn the uses of pumps and barometers, or amuse themselves with a magic lantern; only we must be careful not to pass this off as scientific education. The Cambridge Poll course of Natural Philosophy is much more limited than that of our normal schools, but each subject is made the subject of propositions which are demonstrated mathematically. That example we are unable to follow for want of books. The Urdu Euclid. Algebra. Natural Philosophy.

5. The fact is, I believe, that a higher order of attainments and more labour are required to produce elementary school-books than perhaps those who have not attempted the task would imagine. And the necessary qualifications are nothing less than a thorough knowledge of the subject treated, of English and the vernacular, and of the learned language from which the vernacular borrows its scientific terms. Qualifications required in compilers of vernacular school-books.

6. If the above is a fair statement of the case as respects school books, it is hardly worth while to show that a more powerful agency than any which exists at present is required for the creation of a university course of studies. What we all aim at is, I suppose, something like the reproduction of Greek philosophy among the Arabs, and there can be no reason why India should be less successful in appropriating the learning of modern Europe. Endowment of professorships with a view to develope vernacular studies.

A means to this end would be the establishment of professorships at the Indian universities, sufficiently endowed to secure the services of the very best scholars, and to require the incumbents not only to read lectures, but to devote themselves entirely to the development of their own subjects. At Cambridge and Oxford a professor is not, as in Continental schools and Indian colleges, a mere teacher, but, so far as circumstances admit, the greatest living authority in his own department, and it is in this sense that I would use the term here. The holders of such professorships should, I think, be in part Europeans, such men as Sprenger Ballantyne, Haug; and in part native students who have obtained honours in the university examinations. In this way there would exist a body of learned men devoting their lives to a work which is retarded only for want of qualified labourers, and which without some such organisation seems unlikely to be accomplished.

7. A question of great interest in connection with the above is whether several or only one or two vernacular dialects should be made to meet the requirements of a higher education. I should have imagined that in Upper India only Urdu and Bengali had claims to be considered; but I see the Reverend Mr. Long, in an address to the Anjuman-i-Punjab, advocating the improvement of Punjabi and of several other dialects. The subject, however, is too complicated for further notice here. What is meant by the vernacular.

8. The memorial seems to imply that translations from the British classics will serve for exercises in literature. Such a view would hardly bear examination; but it may be worth while to offer a few remarks upon the impossibility of creating a vernacular classical literature by direct means. A great philosopher has sometimes been little appreciated by his own age and country: his thoughts must always be materially influenced by his surroundings, but he deals with pure reason, and may be out of joint with and in advance of the times in which he lives. But Homer, Oschylus, Shakespeare, imply the existence Is a vernacular classical literature possible?

existence of peculiar and vigorous intellectual societies of which they were the ministers, and without which they were impossible. The authors of great works of imagination have, if I mistake not, always been representative men, not only endowed with special talents, but also in a special degree imbued with the spirit of their own age. Having this principle in view, I suppose that as in England the only work of this kind possible at the present day must take the form of a novel, so in India the circumstances which might produce a great poet do not exist. It is probable, then, that the proposed university course would ultimately become similar to the system which prevails in Europe, and consist of classical authors in foreign languages, together with history, science, &c. in the vernacular.

Persian literature to be recognised by the Calcutta University.

9. It would be a great boon to students in the North West Provinces and Punjab if the Calcutta University would admit Persian to their list of classical languages. Apart from English, Persian literature alone is recognised by the majority of educated Mahometans, for the study of Arabic is confined to grammar, logic, and what else is considered necessary to a right understanding of law and religion. Even so, too much learning is forbidden as dangerous to faith; but Persian is read for an accomplishment, and for purposes of secular training. Admitting the expediency of excluding the vernaculars from the present university course, I cannot think that Persian literature is unworthy of recognition, provided that a knowledge of Arabic grammar be required with it.

Proposal to relax some of the conditions of B.A. degree.

10. In another respect I think the requirements of the Calcutta University might be relaxed. For the B.A. degree some acquaintance with a considerable variety of subjects is obligatory, and it may often happen that the university will thus lose one who is well worthy of its distinctions, but who has been unable to master a particular subject for which he has no natural aptitude. Now I would suggest that, for the same reasons which have led the authorities at Cambridge of late years to relieve classical men from the necessity of pursuing their mathematical studies beyond their first or second year, the Calcutta University should be urged to allow the B.A. degree to those who having passed the First Examination in Arts are prepared to take up the Honour course in one of the prescribed subjects.

Recapitulation of practical suggestions.

11. In conclusion I will recapitulate the practical suggestions offered in this Memorandum:—

(1.) The endowment of professorships in connection with the Calcutta University, so as to create a body of learned men engaged in translation, and otherwise enriching the vernacular dialects with the results of modern discovery.

(2.) The recognition by the university of Persian as a classical language.

(3.) Permission to students who have passed the First in Arts to substitute the Honour course in some one subject for the ordinary B.A. standard.

(signed) *C. Pearson,*
11 November 1867. Inspector of Schools, Rawul Pindee Circle.

From *C. W. W. Alexander,* Esq., B.A., Inspector of Schools, Lahore Circle, to Captain *W. R. M. Holroyd,* Officiating Director of Public Instruction, Punjab (No. 171–254), dated 3 December 1867.

In reply to your docket, No. 147, dated 1st November 1867, enclosing copy of a letter from the Secretary to Government, Punjab, No. 437, dated 25th October 1867, and calling for an expression of my opinion on the subject of extending the study of the vernacular and classical languages of this country, I have the honour to submit the following observations.

Elementary science must be taught through vernacular.

2. It must be evident to all who have directed their careful attention to the subject that the present course of study adopted in our schools has not yet produced, and does not seem likely to produce, such effects as the British Indian Association and his Honor the Lieutenant Governor desire, and which should be the aim and object of all education. One of the chief causes of this failure has undoubtedly been, as the association points out, the fact that the system of the Calcutta University requires all scientific instruction to be imparted through the medium of English. On the other hand, as his Honor shows, the association does not appear to apprehend the great, almost insuperable difficulty of teaching the higher branches of science through the medium of the vernaculars, a difficulty which can only be adequately appreciated by one who, like myself, has made an attempt to compile even an elementary scientific treatise in intelligible and idiomatic Urdu. It will I think be essential that elementary science be studied through the vernacular, and the higher branches through the medium of English. In this, as in other opinions expressed by him, my views entirely coincide with those of his Honor; the subject then for me now to consider is in what way the present course of study in our schools and colleges should be modified so as to adapt it to carry out those views.

3. The

3. The course of study in our schools is necessarily arranged with a view to prepare the pupils for the entrance examination of the Calcutta University. No radical alteration in it can therefore be made unless a corresponding alteration be made in the conditions of that examination. At present arithmetic, algebra, Euclid, geography, and history are all taught at first in the vernacular; and during the last three years of the school course they are gradually revised in English, so as to prepare the pupils for the requirements of the university matriculation. It must be obvious to the most careless observer that this involves a vast waste of time and labour which might be more profitably otherwise employed, and the advantages gained, beyond the increased facility of reading the answers which it gives the examiners, are quite inappreciable. If the university authorities would permit the answers to all papers in the entrance examination but those on English to be written in the pupil's own vernacular, the examination need lose none of its efficiency as a test of the pupil's attainments, while a large saving of time and labour would be effected which might be employed with great profit in the study of English and Persian literature, and other subjects to which I shall allude again.

Which depends on the consent of the Calcutta University.

4. There need be no difficulty in teaching thoroughly and effectively through the vernacular all the subjects of the entrance examination. The Urdu treatise on arithmetic and algebra recently compiled by me supply I think adequately the requirements of Persian schools in those subjects. The Euclid might doubtless be advantageously revised, and this could easily be done; and there should be no difficulty in obtaining sufficiently full and reliable works on history and geography, in which the pronunciation of European names might be given in English characters in the margin.

Elementary books can easily be provided.

5. The above arrangement would make the examination so much easier for the boys that they might fairly be called upon to display greater proficiency in Oriental literature. The examination in the ordinary vernaculars should be discontinued, and Persian, Arabic or Sanscrit, substituted in their stead. English should be treated purely as a language, and the examination should be so framed as to test thoroughly the familiarity of the candidates with its construction and idiom. The present system of using a text book of short selections from various English writers, many of them of no note as masters of style, appears to me perfectly indefensible. It opens the door to cramming of the grossest kind, and ensures only a knowledge of the particular text book and not an intelligent acquaintance with the English language, for I have seen undergraduates of the university who could neither write nor speak a sentence of English correctly or understand a work of any difficulty without assistance. A student on leaving school for college should be able to understand, to read, and to write English with almost as great facility as his own vernacular, and his ability to do this would be best tested by translations to English from various vernacular authors, with which of course he should be assumed to be familiar, by translations from English books and newspapers into the vernacular, by original composition, and by questions on English grammar and idiom. The boys fresh from school need not be expected to know the history of the language, or to have made much acquaintance with its classics; it will be sufficient to ascertain that they can understand thoroughly any English book that may be set before them, and can express themselves in that language with intelligence and accuracy.

Modifications of literary studies.

6. Another defect in the present system is that in our schools we take our pupils up to the entrance examination standard and no further. To this may I think be in a great measure attributed the number of failures in that examination, the small number of candidates who pass in the first division, and the want of success of the students in subsequent examinations. At present a student, having been well crammed with the subjects for the entrance examination, enters college, and is bewildered and disheartened by the number of subjects which he is at once called upon to take up, while the professors are disgusted at having to ground their pupils in the most elementary subjects. Hence the whole college course is one continual struggle to get through the text books in time for the periodical examinations, and it cannot be wondered at that there are so many failures, and that even the passed candidates receive so little really intellectual benefit. There would be no wranglers or first class classics in England if English boys when at school learned only just sufficient to enable them to enter the university, and it would be unreasonable to expect the colleges of this country to turn out any really good scholars under so great a disadvantage.

School course extends only to entrance standard.

7. The reforms indicated in former paras., viz.: the teaching of general knowledge in the vernacular, and the abolition of literary text books for the entrance examination, would set free in our schools sufficient leisure to enable us to do something towards remedying this great evil. Algebra and Euclid might be carried further, trigonometry and mechanics might be commenced and Oriental classics more extensively taught. The student would then enter college with a fair start in all subjects, and would always be able to keep in advance of the examinations, while the professors would take greater interest in their work when they found they had not to teach such elementary subjects as might be equally taught by less accomplished and less highly paid instructors.

How this can be remedied.

8. So much for the school course. The college course of study might also I think be with advantage modified so as to secure the objects aimed at by his Honor and the British Indian Association. It must strike every one on seeing the list of subjects prescribed for

Alterations of college course.

the degree examinations that to attain a moderate knowledge of them all must render excellence in any one almost impossible to any but a genius. It is certainly most desirable that whether a man's talents incline him towards science or literature, he should be required to attain a fair knowledge of the one for which he has least fancy before he is allowed to exhibit his excellence in the other. But this object would be sufficiently attained if the Calcutta University allowed the first examination in arts to remain substantially as it is, and afterwards permitted its undergraduates to select either science or literature for the final test, English being compulsory in either case. This would render it possible to raise the standard of the examination in each subject, and would I think remove all reasonable grounds for objections to the university system, except such as refers to the use of particular books, *e. g.* Abercrombie, &c.

Necessity for establishment of scholarships.

9. But whatever improvements we may make in the course of study in schools and colleges, we shall not be able to produce or maintain a class of men possessing independent habits of thought and really scholarly attainments, by whom the intellectual condition and the literature of the country may be influenced for good, until some effective means have been devised to attract to the colleges the more promising of our students, and to keep them there until they have passed the degree examination and even longer. This at present we altogether fail to do; and in the social condition of the country we must for very many years fail to do so unless we can relieve the students from the necessity and anxiety of seeking for employment to provide the means of livelihood for themselves and families. Very much of the scientific and literary advance in Europe has been due to the learned leisure afforded by the rich endowments of the universities, and in the East a somewhat similar work has been effected for Oriental literature by religious endowments, which under our rule have been confiscated or made ineffective for the old purpose. It appears then to me a duty of the Government either to establish or to encourage and aid the establishment of scholarships and fellowships, of sufficient value to induce men of intelligence to devote their lives to scientific and literary pursuits.

Summary.

10. I will here recapitulate briefly the substance of my suggestions. They all depend, and can only be properly carried out, on the adoption by the Calcutta University of the first three.

(*a.*) That the answers to all the papers, except of course those on English, in the Calcutta University Entrance Examination, be written in the candidate's own vernacular.

(*b.*) That no book of selections be used as a text-book for the English part of the entrance examination, but that the candidates be tested by a paper on grammar and idiom, by translation and retranslation and by original composition.

(*c.*) That the vernacular languages form no distinct part of the entrance examination.

(*d.*) That in our schools mathematics and general knowledge be taught entirely through the vernacular, the use of English figures being permitted in the former.

(*e.*) That Oriental literature enter more largely into the school course.

(*f.*) That in English special attention be paid to imparting to the students a thorough familiarity with the language rather than to teaching particular text-books.

(*g.*) That the school course be extended beyond the mere requirements of the entrance examination.

(*h.*) That undergraduates after passing first arts examination be allowed to select either science or classical literature as the subject in which to be examined for the B. A. degree, English being compulsory on all, and that, as compensation, the standard in all subjects be raised.

(*i.*) The endowment of scholarships and fellowships of considerable value.

I would add one more suggestion, which is:—

(*k.*) That no pupil in Government zillah schools be allowed to commence English until he can at least read and write ordinarily easy Urdu freely, and do sums in the first four rules of arithmetic.

(signed) *C. W. W. Alexander*,
Inspector of Schools, Lahore Circle.

REPORT by Mr. *Willmot*, on the Education of the Natives of India through the medium of their Vernacular.

Comparative failure in the operations of the Education Department.

1. IT has long been suspected and is now generally admitted that the system of education working in the North Western part of India, though carried on at a very great expense and by most laborious officers, and though carefully watched and fostered by the Government of this country, is little better than a complete failure. Educationists of different views have naturally accounted for that failure in different ways; but the reason most generally assigned, especially by Europeans of the longest experience, and by the educated portion of the native population, is this: that the Educational Department adheres too rigidly to the Despatch of 1854, in which it was enunciated (and generally accepted for true at the time) "that though the masses of the people must acquire such European knowledge

Reasons assigned generally.

knowledge as their circumstances allow through the vernacular languages, yet a knowledge of English as a key to the science and literature of Europe will always be essential to those who aspire to a high order of education."

The Allygurh Institute's view.

2. That too great importance has been attached to the above quoted passage is the view taken by the Allygurh Institute; and the remedy suggested by that body is the establishment of a system of public education of the highest class, of which the head shall be either a vernacular university of the North Western Provinces or a vernacular department of the Calcutta University.

The Governor General in Council's remark in reply.

3. The Governor General in Council, in reply to the Allygurh Institute's expression of its views, states that the institution of such a system of education cannot be undertaken by Government in addition to its present very large expenditure on education; that therefore the wealthier and more influential of the natives of this country must freely contribute their time, their money, and their influence towards an object on the successful accomplishment of which the prosperity and advancement of India so greatly depend.

The Lieutenant Governor of the Punjab's comment; and

4. Moreover, his Honor the Lieutenant Governor of the Punjab (after pointing out the fallacy of an assumption in the Allygurh petition, that though the vernacular literature of the present day does not contain works capable of conveying advanced instruction, yet the production of such works is not a difficult task) propounds the following question:—

Question for solution.

5. "How can students who besides having mastered all that is really important or essential in Oriental learning, and have added thereto a more or less profound knowledge of one or more branches of European literature, science, and art (1) be raised? (2) be most suitably encouraged, and enabled to devote their labour to the transfusing that knowledge into the vernacular?"

No present results to be expected; but a scheme to be evolved for the future.

6. Premising that I regard it as the great desideratum for the future of India that its populations should be able to acquire all knowledge in the languages of their country, I must add that I do not believe that up to the present time any students with the required qualifications have been raised, so that our object is not to discover instruments ready for present use, but to evolve a scheme for their preparation for the future. Doubtless in this matter a crop may be forced, but only with the usual results of forcing; immense expense and ultimate detriment to both soil and plant. The remarks therefore in this paper will be rather suggestions for ploughing and sowing with a view to a distant harvest, than sketches of machinery for the accomplishment of a present work.

Subject divided into three heads.

7. At the risk of exceeding the limits of a minute, I shall divide my answer to his Honor's question into three heads:—

Changes external to the Educational Department.

I. The changes that shall be made *outside* the Educational Department.

Changes in the Calcutta University as part of Educational Department.

II. The changes that shall be made in the Calcutta University, as a most important part of the Educational Department.

Internal changes in the Educational Department.

III. The changes that shall be made in the internal organisation of the Educational Department.

I.

Changes outside the Educational Department detailed.

8. First, then, the changes which shall be made outside the Educational Department.

Translation committees for each province or each vernacular.

How constituted.

Its functions.

Public prizes for translations and original compositions.

9. (*a.*) A committee shall be appointed in each province or for each vernacular language, to be called "The Translation Committee." It shall consist of *six* members and a chairman (the Director of Public Instruction, or such substitute as he shall appoint); the six members shall be three European educational [or other] officers, and three Natives of distinguished Oriental attainments and general proficiency in science and European literature. The committee shall be empowered to encourage and superintend translations generally, and especially to offer annually eight prizes for public competition; *four* for the best vernacular translations of (1) an approved work on natural science, (2) an approved text-book of mathematics, (3) an approved work on mental or moral science or history, and (4) an approved work on political economy or law; and *four* for the best original works on (1) a subject connected with some portion of natural science, (2) on a mathematical subject, (3) on a subject connected with mental or moral science or history, and (4) on a subject connected with political economy or law. The subjects for translation and for original works, and the amounts of the prizes to be awarded, shall be published in the first four issues of every year's Government Gazette. The essays of the competitors shall be sent in before the first of the succeeding January, anonymously, marked with a motto or sign for the future identification of the competitors. The mottos of the successful essayists shall be published in the Government Gazette of the first week of the next October. The copyright of the manuscript of any translator shall become the property of Government from the date of its sending in, and Government will therefore be at liberty either to publish the translation of a successful competitor in its integrity, or to amend it by selections from the essays of unsuccessful competitors, as shall seem fit to the committee. The original works also shall be published by Government.

Prizes to be of considerable value.

10. The prizes shall be of some considerable value, to be awarded to prize-men as the committee shall decide; in no case being less than 500 rupees or more than 2,000 rupees.

Method of award and valuation.

11. Every member of the committee shall be required to adjudge a certain number of marks to every essay; the essay obtaining the highest total to get the prize. Every candidate shall furnish at least two copies of his production for the convenience of the committee. The committee shall be empowered to give a prize of not less than 50 rupees and not more than 200 rupees to the competitor whose marks shall be next in number to the prize-man's, *dummodo proxime accesserit.*

Encouragement to be given to Natives to present themselves for the Indian Civil Service Examinations.

12. (*b.*) Native students shall be encouraged to present themselves for the Indian Civil Service Examinations; and every facility shall be afforded them for thus presenting themselves: such arrangements shall be made by the Government of the country in connection with the board of examiners as shall empower the principal of any Government college, in case of any student at or near his station wishing to undergo the examination, to apply to the Board for powers to conduct a local examination. The examination shall in all cases be the same as in England; and the papers of local examinees shall be valued by the examiners as in England. The curriculum and subjects for examination shall in no wise be modified to suit Native students, at all events for some considerable time.

A register to be kept of all candidates who shall pass any or all of three certain sets of Examination.

13. (*c.*) A register shall be kept of the names of all such persons as shall from time to time pass the Examinations A or B, or both A and B, provided always that they shall first have satisfied the Examiner C. (*See* para. 33.)

14. The Examination A shall comprise all the examinations of the Calcutta University as it shall be constituted at the time in question.

15. The Examination B * shall be an annual examination of the colleges and higher classes of the better schools of the province, conducted by the Director of Public Instruction through such inspectors of schools and principals of colleges as he shall from time to time appoint examiners. Every paper shall be valued by two examiners, half of the sum of the marks given by both to constitute the number of marks for the paper.

16. The Examiner C shall be the officer defined in paragraph 32 (*b*).

List to be published in the Gazette.

17. This list shall be published annually in the Government Gazette, the names being placed in order of merit, those names to which A *and* B shall be attached standing first, those to which A only shall be attached standing second, and those to which B only shall be attached standing last. No Government appointment shall in any case be filled up except from this list [except in such cases as the list shall not show the names of any persons competent for the vacant post]. This system will of course be brought into operation gradually, and its provisions abided by with greater strictness as time goes on.

No Government appointment to be given to any person whose name is not registered.

English Universities shall be urged to encourage Oriental studies.

18. (*d.*) Such a representation shall be made to each of the English Universities as shall induce them to make Oriental language a part of their curricula. They shall be urged to found triposes in which the Arabic, Sanscrit, Urdu, and Bengali languages shall be laid down as subjects for an honour examination, conducted with as great rigour and requiring as high a standard as the present classical and mathematical triposes of (say) the University of Cambridge.

A supply of men of European and Oriental attainments will be thus secured.

19. By these means a supply of Englishmen of high proficiency in scholarship, mathematics, natural and moral philosophy, with an intimate acquaintance with one or more of the classical and the vernacular languages of India, will be always ready for the higher appointments of the Educational Department.

20. As matters now stand, men in order to become proficient Orientalists must leave England before they are half educated in European science or literature, or else having spent the first half of their lives in mastering one or more branches of modern study are unable either from capacity or distaste to throw their energies into the tedious acquirement of languages so different in structure and character from those to which their earlier reading has accustomed them. Whether it be true or not that adults acquire only with extreme labour and difficulty languages which as youths they could have made their own almost without effort—this other fact is quite certain that the desire for *new* studies decreases with age, and the more a man has fitted himself to enjoy Lucian and Horace the less likely is he to trouble himself to acquire the languages of Souda and Omar Khayyam.

English Colleges shall be urged to give weight to Oriental studies in the fellowship Examinations.

21. In addition, such English Colleges as have open fellowships at their disposal, like Trinity and St. John's, Cambridge, shall be solicited to give certain weight in their fellowship examinations to Oriental learning: this will not only encourage English students to add the eastern languages to their other reading, but will also invite the best and wealthiest of the Native students of the Calcutta University to complete their education in the mother country. The munificient studentships lately founded by Prem Chund Roy Chund are a step in the same direction.

22. Moreover,

* In the event of the establishment of a northern university the Examination B would not be necessary.

22. Moreover, any movement of the English Universities in the direction of Orientalism will be cordially welcomed by the educated portion of the English community: all middle class schools, from which the Indian Civil Service is fed, would speedily acquiesce and follow suit and make the study of (at all events) Hindustani a part of their course. The only cause which has kept eastern languages out of that class of schools hitherto is the fact that the Indian Civil Service examination alone has encouraged their study, and that but very meagrely,* the universities persistently ignoring them altogether.

23. (*e.*) The Supreme Government shall be earnestly solicited to offer rewards of (say) at least eight months' salary to educational officers, especially the European head masters of the higher schools, for marked proficiency in the vernacular and the classical languages of the east; the standard to be laid down by a committee of Directors of Public Instruction, and certainly to be far higher than the new high proficiency standard just adopted in the Civil Service.

Educational officers, especially the head masters of the higher schools, to be encouraged to qualify themselves in Oriental languages.

24. (*f.*) Sir Alexander Grant's scheme for a covenanted educational service of small numbers shall be strenuously promoted.

Sir A. Grant's scheme to be carried out.

25. (*g.*) The native Press shall be neither encouraged nor discouraged; every vernacular periodical shall stand or fall on its own merits unsupported by Government aid. The Director of Public Instruction shall from time to time draw the attention of the Local Government to any matters worthy of notice in this connexion.

The native Press to be let alone.

26. With respect to the above, it will be seen that (*a*), (*b*), and (*c*) have reference to Native students; (*d*), (*e*), and (*f*) to officers of the Department of Education; and (*g*) to neither.

II.

The changes that shall be made in the Calcutta University, as a most important part of the Educational Department.

Modifications of the Calcutta University

[I may here state parenthetically that I think any modification of the Calcutta University but a very inadequate substitute for the establishment in Delhi or Agra of a special university for the North Western Provinces and Punjab. It seems that the establishment of such a university is necessary, feasible, and also likely to obtain the approval of the Supreme and Home Governments; *necessary* because the vast increase of education in Bengal and elsewhere makes the Calcutta University quite unequal to the wants of the colleges affiliated to it; *feasible* because very little expense would be incurred at first as the fees of candidates for matriculation and the different degrees of the university would almost defray the expenses of a registrar's office and a body of examiners; *and likely to obtain the approval of the Supreme and Home Governments*, because the time is come for the fulfilment of the promise of the Despatch of 1854, in which it was laid down that when and where new universities should become necessary they should be conceded.

His Honor has however specially requested suggestions for the modification of the existing university, and my observations have therefore been confined to that point.

Moreover I must explain that any disparagement of the Calcutta University which this report may contain or imply is not to be understood *generally*, but only as far as that university is concerned with the populations of the Punjab and the North West, and in fact all whose vernacular is Urdu. I am not inclined to imagine that the Calcutta University is unsuitable to the wants of Bengal; in fact my own experience as examiner for two consecutive years, inclines me to believe the exact reverse.]

27. It has been said, and no one will be found to deny it, that "the great bulk of our scholars never attain to more than a very superficial knowledge either of English or of the subjects they study in that language, while the mental training imparted is as a general rule of a purely imitative character, ill calculated to raise the nation to habits of vigorous or independent thought." Now, whatever may be said to the contrary, the main cause of this most deplorable fact is to be found in the University of Calcutta. That university, or rather that examining body called a university, is nothing more nor less than the arch-inspector of schools for Bengal, the North Western Provinces and the Punjab. All the schools and colleges of those provinces are constituted in conformity with the requirements of the Calcutta University; the subjects of instruction are those laid down by the Calcutta University; their standard of proficiency is that required by the Calcutta University; and their prizes, medals, and scholarships are awarded according to the results of the examinations of the Calcutta University. Thus the Educational Department is a machine of which the Calcutta University is the mainspring. And just as a machine, though never so carefully oiled, cleaned, and burnished, fails to do its proper work if the mainspring be not sound, so the Department of Instruction will be fostered by large pecuniary grants, and watched and worked by never so able officers, all in vain unless

The great bulk of our scholars never attain any real proficiency in English.

The University of Calcutta the main cause of this.

For the University of Calcutta is the *primum mobile* of the educational system.

* Very meagrely, indeed. Six weeks in Paris will get a sharp lad more marks [in French] than three years' hard study of Sanscrit.

unless the prime mover of all, the Calcutta University, be doing good work and exercising a beneficial influence on all the inferior machinery of instruction in the sphere of its operation.

Criticism of the Calcutta University not necessary.

28. It is not necessary to show in what numberless points the Calcutta University is an academical solecism. The university has been constituted on certain principles, the soundness or unsoundness of which is *nihil ad rem*. The problem is,—given the Calcutta University as it is constituted, it is required so to modify the details of its working as to change its present unwholesome influence on the education of North Western India to a beneficial one.

The thing required being how to modify it so that its influence may be beneficial.

Main cause of failure is *cramming*.

29. The principal fault of the present system is (with Dr. Maine's leave) the encouragement given to what can be hardly designated otherwise than by the slang expression *cramming*. All the subjects of the university curriculum from matriculation to honours, with the single exception of the mathematics, are such as can be crammed. A subject that *can* be crammed *must* be crammed; and there is not a principal or professor (except mathematical) or a head master whose entire work, *if he does his duty by his pupils*, is not continuous *cramming*.

The remedy not (as may appear at first) confined to the English Department.

30. The remedy by which to counteract this evil will at first sight appear to have special reference to instruction conveyed through the English language; but the system amended as I suggest will be found not only to produce a present supply of men proficient in Oriental learning and at the same time masters of one or more branches of European literature, science or art, but also to prepare the way for the introduction of a system of the highest instruction to be conveyed entirely (if that be found possible) through the vernaculars.

The Entrance Examination.

31. (*a.*) The Matriculation or Entrance Examination. In order to ensure that candidates who present themselves for examination shall be properly prepared and not merely crammed, the Syndicate shall issue an order that a register be kept in every school of the date of every boy's admission, and of his age at the time of admission; the Syndicate shall also rule that no candidate from a Government school whose age is less than 16, and time of study less than six [or five] years in that school, shall be allowed to sit for the examination; the registration of age on admission will in a great measure check the present dishonest exaggeration of age, which so generally obtains; until the registration system shall have been working for some considerable time every candidate shall be required to furnish a declaration on the part of his father or nearest relation, a declaration attested before a notary, that his age is not less than 16 years.

Certificate of age and six years' attendance at a Government school required.

Dishonesty in representation of age very prevalent.

English-colloquial Examinership.

Duties of the post.

32. (*b.*) An office shall be created to be called the English-colloquial Examinership. This shall be filled by some competent person appointed by the Calcutta University Syndicate. [This is the Examiner *C*, of paras. 13 and 16.] It shall be the sole duty of this officer to examine *severally* and carefully every candidate for entrance some time during the year preceding his examination, with a view to discovering his proficiency in speaking English. Failure in "colloquial" shall disqualify for sitting for the paper examination. This office shall be distinct, and under no circumstances shall be filled by any officer engaged at the same time in educational work.

A *post mortem* Entrance Examination.

33. (*c.*) The Vice Chancellor and Syndicate shall be solicited to hold a *post mortem* examination of all such candidates for matriculation as shall have failed in one subject only by less than ($\frac{1}{6}$th) of the requisite proportion of marks. It is not fair that for a slight failure in a single subject of a mere matriculation examination, a (probably) hard-working, clever boy should lose for one whole year of his life the tuition of college professors provided by Government at so great an expense.

In March.

This examination shall begin on the 1st Monday in March; that is to say, exactly three months after the principal entrance examination.

Examinations in English language to be changed.

34. (*d.*) The whole system of examinations in the English language shall be changed in the following manner:—The examinations shall consist of, (A) passages of English for translation into the candidate's vernacular, (B) passages of the candidate's vernacular for translation into English, (C) questions on grammar, style, idiom, &c., and original composition.

M. A. Examination.

35. Thus for the M. A. Honour degree there shall be
6 papers (A), each containing 3 passages.
4 papers (B) „ „ 3 „
2 papers (C).

B. A. Examination.

36. (*a.*) For the B. A. degree there shall be
4 papers (A), each containing 3 passages.
2 papers (B) „ „ 3 „
1 paper (C).

1st Arts Examination.

37. For the 1st Arts there shall be
2 papers (A) each containing 3 passages.
1 paper (B) „ „ 3 „
1 paper (C).

38. For

38. For the Entrance there shall be— Entrance examination.

1 paper (A), containing 3 passages.
1 paper (B), „ 3 „
1 paper (C).

39. It will be seen that in the above scheme no questions at all are assigned to the *subject-matter* of the text-books, or to the History of the Literature and Language of England; and it is, on this omission, combined with the changes to be explained in the next paragraph (p. 40), that I chiefly depend. The reasons for the alteration are obvious; the examinations, as at present conducted, are not examinations in *the English language* at all, but in the subject-matter and obscure allusions of certain English books; and such text-books have been selected from year to year as present the greatest scope for *cramming* in their subject-matter and allusions, witness Milton's Paradise Lost and Rogers' Italy. Now, in the University of Cambridge the classical tripos (which encourages the study of Latin and Greek as languages) requires nothing but translation and (not original) composition. At Oxford the classical languages tripos is entirely distinct from that which promotes the study of the subject-matter of Latin and Greek authors. Why then should an examination, which was instituted entirely with a view to encourage the study of the English language, be so diverted from its original aim as absolutely to compel a universal system of the most unprofitable cramming conceivable? Examination to be in language, and not in the *cram* of difficult text-books.

40. Moreover, the Syndicate shall make a list of English classics, of not less than 20 nor more than 25 works; as for instance:— The Syndicate shall make a list of English classics.

1. Robinson Crusoe.
2. Gulliver's Travels.
3. Southey's Life of Nelson.
4. The Vicar of Wakefield.
5. Marmion.
6. The Books of Samuel, Kings, and Chronicles.
7. Gray's Poems.
8. Charles Lamb's Essays.
9. White's History of Selborne.
10. Goldsmith's Poems.
11. Goldsmith's Citizen of the World.
12. Emmerson's Representative Men.
13. Sketches by Boz.
14. Milton's Minor Poems.
15. The Spectator.
16. Walton's Angler.
17. Macaulay's History.
18. Bacon's Essays.
19. Pope's Poems.
20. Wordsworth's Poems.
21. Byron's Poems.
22. Dryden's Poems.
23. Shakespere's Plays.
24. Spenser's Faëry Queen.
25. Chaucer.

[The books in this list are by no means to be considered as my matured selection. They are inserted merely as a rough example of the kind of selection I consider advisable. However, the exclusion of Poetry from the First Examination is intentional.] This particular list inserted as an example only.

41. The passages for translation into the candidate's vernacular shall be selected from the works in this list. Use of the list.

For entrance from the first four - - - (4).
For First Arts „ „ ten - - - (10).
For B. A. „ „ eighteen - - (18).
For M. A. „ whole twenty-five (25).

Thus *cramming* being entirely prevented by the impossibility of getting up even a fair proportion of the text-books, scholars will be produced, just as in the Universities of the West, able to translate with moderate speed, accuracy, and elegance, almost any passage of English put before them.

42. By this system also, as all classes will be studying the same works, a single professor will give instruction to two or three classes at the same time, instead of having to teach, as is now the case in all Mofussil Colleges (and more especially in those in the Punjab), every class a different subject, to the very great loss of his pupils and his own extreme fatigue and distress. Professor's usefulness greatly increased by the list.

43. The main difficulty of carrying into effect the system above proposed lies in the extreme paucity of competent examiners; for it cannot be doubted that very few Europeans, and not many more natives, are equal to valuing a translation either from English into a vernacular or from a vernacular into English; the former failing from want of knowledge of the vernaculars, the latter from want of appreciation of the versatility and delicacy of English. But this difficulty though great will of course decrease daily, and eventually be scarcely perceptible as soon as the suggestions of paras. 18—21 shall have been carried into effect for some time. Difficulty of carrying out the scheme. Paucity of competent examiners. Will decrease when the provisions of paras. 18–21 come into effect.

44. (*e.*) All candidates for Entrance and First Arts shall take up either Arabic or Sanscrit: for the B. A., candidates shall take up, as they shall select, two of these four subjects— Arabic and Sanscrit languages, one to be taken up for Entrance and First Arts.

I. The English Language.
II. Arabic [or Sanscrit].
III. Mathematics.
IV. Natural Science.

For B. A. two to be taken up (optionally).

 45. A list

The Syndicate shall make lists of Arabic and of Sanscrit works.

45. A list of books for the Classical Oriental Curriculum shall be made out similar to, but smaller than, that for the English language (*see* para. 41). It is absurd to suppose that anyone can make himself a good Oriental (any more than a good English) scholar by working up with great minuteness and accuracy the intricacies and difficult allusions of a few selections from the classical languages of the East. It is not intimate acquaintance with the subject-matter of the books, but critical knowledge of the language which is the desideratum.

Use of the list.

Of the above-mentioned list a certain number shall be prescribed for entrance, a certain larger number for First Arts, a still larger number for (optional) B. A., and the whole for M.A. and "Honours in Oriental."

Oriental languages. Examination—how organised.

46. The Examinations shall (as those in English) consist of three parts—

I. Translation of passages of the Oriental classical language into the candidate's vernacular.

II. Translation of passages of the candidate's vernacular into the Oriental classical language.

III. Questions on grammar, idiom, style, &c., and composition (original).

Study of the vernaculars thus necessitated, though not part of the curriculum.

47. By this system no University course of vernacular studies will be required. For as both the examinations in English and in Oriental classical languages will be conducted by means of the vernaculars, the vernaculars will be virtually as much studied as if they were prescribed subjects; just as a good (western) classical scholar writes perforce good English, or at all events as good as any study of English itself would have helped him to. It will be seen, however, that the vernaculars, thus apparently but not really excluded from the University course, are provided for below (in para. 76).

Mathematical course for B. A. to be modified.

48. (*f.*) The Syndicate shall be solicited to alter its scheme of mathematical studies in the following particulars:—

In addition to the present list of subjects for the B.A. degree, candidates shall take up also the First Arts subjects (to a higher standard than in the First Arts Examination), viz., Euclid, Algebra, Trigonometry, and Statics. This is most desirable; for, at present, men read the higher subjects prescribed, viz., Conics, Optics, Dynamics, and Hydrostatics, but under no circumstances revise the more elementary subjects.

Newton's Principia, I. II. III., shall be added to the subjects for B.A.

49. The examination of the entrance candidates in mathematics shall be conducted in the candidate's vernacular; that is to say, the questions and answers shall both be written in that vernacular.

50. The same change shall be made in the Entrance History and Geography Examination.

N.B.—*These two changes shall not come into operation until a competent "Translation Committee" shall declare that fit vernacular text-books in Euclid, Arithmetic, Algebra, and History exist.*

Metaphysics abolished for First Arts, revised for B A.

51. (*g.*) The mental and moral sciences shall no longer form part of the curriculum for the First Examination in Arts. The text-books in those subjects prescribed for the B.A. Examination shall be abolished, and approved works substituted. The book called "Landmarks of Ancient History" shall no longer form part of the Entrance Examination.

All examinations of the Calcutta University to be conducted not only in Calcutta, but in such other places as shall be appointed.

52. (*h.*) Every examination of the Calcutta University shall be held not only in Calcutta, but also in such other places as shall from time to time be appointed by the Syndicate. At present, candidates for the B.A. and M.A. degrees have to present themselves in Calcutta for examination; a restriction which, as it can hardly be desirable under any circumstances, so at present when the Calcutta University has no senate-house or schools, or, in fact, *locale* at all, is simply indefensible.

The nobility, gentry, and general community to be urgently solicited to subscribe to a Calcutta University Fellowship Fund.

Fellowships. Awarded by examination. Tenable for six years.

Duties of fellows.

Travelling fellows.

53. (*h.*) Urgent prayer shall be made to the superior and inferior nobilities, and to the gentry of this country, to the literary institutes, municipal committees, and to such other bodies or persons as shall appear fit, for subscriptions for a "*Calcutta University Fellowship Fund.*" The interest of such moneys as shall be thus funded shall be applied (i.) to the foundation of fellowships to be adjudged to such Masters of Arts of not more than *three* years standing as shall obtain the highest marks in an examination to be held annually [or as often as vacancies shall occur]. The examination shall comprise all the subjects of study laid down by the Syndicate for the honour degrees, and such other subjects as shall seem fit to the Syndicate. These fellowships shall be tenable for six [or seven] years from the date of the fellow elect's M.A. degree, and shall not exceed in value 500 rupees, nor fall below 200 rupees per mensem per fellowship. Every fellow (except travelling fellows) shall be required to translate into his vernacular one English work, selected by the translation committee for that vernacular, per annum: for this work he shall be paid such price as shall seem fair to the committee, and the copyright shall then become the property of Government, and the work shall be printed at Government expense. Any fellow who shall fail to comply with this condition shall forfeit his fellowship. Of these fellowships 10 per cent. (and *one* if there be not in all *ten*) shall be travelling fellowships, the holder being required to spend, at least, two of the first three years of his tenure in Europe.

54. From

54. From the same fund also shall be funded (ii.) twelve scholarships, tenable for three years, of not less value than 50 rupees per mensem; to be rewarded to such commencing bachelors as shall most satisfy the examiners in a special examination to be held in the first week in February in each of the following subjects :— University scholarships.

Mathematics.
The English Language.
The Arabic ,,
The Sanscrit ,,

The scholarship holders shall be called English, Mathematical, Arabic, or Sanscrit University scholars.

It will be seen that the number (twelve) of the scholarships gives one vacancy per annum in each subject.

55. From the same (iii.) shall be paid to the successful competitors four annual prizes (of not less value than 300 rupees each) for the best essays in the competitor's vernacular on (1) a proposed mathematical subject, (2) a proposed subject in natural history, and (3) a proposed subject connected with mental or moral science or history, and (4) a proposed subject connected with law or political economy. The successful essays shall become the property of Government, to publish or withhold as shall seem best. University prizemen.

III.

The changes that shall be made in the internal organisation of the Educational Department. Internal changes in the Educational Department.

56. It will be well that I should state at the outset of this most important division of the matter under discussion, that I believe the fundamental principle of all public education *in its early state* is, that it should begin "from the top"; that is to say, that sound instruction can only be spread over the middle and lower classes of the community after it has first been imparted to the upper and wealthier. Fundamental principle of all initial public instruction.

57. How much this general principle must be modified to suit the peculiarities of Indian prejudices and habits I shall not discuss here, but assume that the three fundamental aphorisms on public instruction *in its initial state* are— Three fundamental aphorisms on public instruction.

57. (*a.*) Use such coercion (or the virtual coercion of ceded rights and privileges, and countenance, which is so easy in this country) as shall gradually induce the higher classes to use the Government schools and colleges.

(*b.*) Give to such of the middle classes, as can be induced to avail themselves of it, a sound professional education, *i. e.*, a general education up to a certain point, and afterwards special instruction in law or physic, or surveying or book-keeping, or what not.

(*c.*) Teach the lower orders reading, writing, and arithmetic; and cheapen books and paper.

58. I am of opinion that the final success of all educational work *in its initial stages* depends on the proper prosecution of these principles to their consequences. It is possible, however, that what are all but axioms to one mind may be hardly or not at all conceded by another; I trust, therefore, that my suggestions for changes *in detail* will not be considered of less value though assent be not accorded to the general principles above postulated.

59. Beginning then "from the top," I propose that the colleges of the Punjab be changed as follows :— Changes in the Colleges of the Punjab.

The two existing colleges shall be thrown into one, to be situated in that city of the Punjab of which the nobility and gentry and general public shall contribute the greatest amount, to be funded, and its interest applied to the foundation of scholarships, and, if possible, of fellowships also. The two to be thrown into one.

60. The college staff shall consist of five officers, a principal and four professors. The professorships shall be— College staff.

Of Mathematics.	Of Natural History.
Of History and the English Language.	Of Law.
	Of Arabic (or Sanscrit).

The principal shall, if possible, be proficient in Oriental learning, and shall also do the duties of one of the above professorships. Thus, instead of two meagrely-manned colleges we shall have one in nearly every respect as good as the Presidency College.

61. At present in the college of which I am principal the classes are brought up to the Calcutta University standard with the very greatest difficulty. The principal, besides undertaking the general tuition incumbent on a principal, is also virtually Professor of Mathematics, and the professor who is Professor of History and English literature by appointment is also Professor of Metaphysics by necessity. Present system reviewed.

62. If a student with a proclivity for chemistry or geology should choose one of those studies as his optional subject for B. A. (as he is at liberty to do by the Syndicate's rule, p. 41, "Calcutta University Calendar"), his teachers would be found possibly without the ability, Review of the present system continued.

ability, and certainly without the time to read either of those subjects with him. If the B. A. candidates from the Delhi College pass this year, their education though really but just begun is perforce finished as far as tuition or professional help is concerned. Two men whose time is really insufficient to teach *three* classes, and who absolutely failed in the early part of 1867 to teach four at all adequately, are not likely to succeed with five, and one of those an M. A. class.

Under our present system of two weak colleges instead of one strong, students continually complain, and justly, of insufficient teaching; principals still protest, and justly, that they cannot do more without more hands; and the Supreme Government as justly declines to increase the expenditure of two of the most costly educational institutions in the world.

Advantages of the system proposed.

63. Now, by throwing the two colleges together, and making a single provincial central college, *with the staff of the two*, and by laying down, as detailed in paragraphs 40-45, permanent English and Oriental courses (the same in all respects except quantity for students of every year), all these evils will be at once removed. More students will be under tuition; infinitely better tuition will be provided; and the external native community will begin to believe in and support the successful institution, which unsuccessful they can hardly fail to despise.

Whereas the present colleges are merely (bad) normal schools.

64. The Colleges of the North Western Provinces and of the Punjab, are at present discharging the functions of normal schools. Almost every student on leaving college takes work in the educational department, and though, of course, this cannot, even with our present small colleges, go on for more than a very limited time, it is not healthy that it should obtain at all. Of all educational institutions it may be most truly said of a college that its proper function is not so much to teach men to teach as to teach men to learn.

The new will educate for university and for the liberal professions.

65. A new fully-officered college will soon remedy this defect; a law professor and a mathematical professor, besides preparing candidates for university degrees, will qualify their class-men in special branches of knowledge, for clerkships, tehsildaris, pleaderships, the Extra Assistant Commission, posts in the Computation Office, and the Trigonometrical Survey, and other sections of the Department of Public Works.

And will be the nucleus for a future university for the Northern Provinces.

66. Moreover, a college of this kind will form the nucleus for a future university for the Punjab and North Western Provinces.

Cost of the new college.

The cost of the new college shall be as follows:—

	Rs.	*Rs.*
Principal and Professor A. -	880	= 800 and rent.
Professor B. - - - -	770	= 700 „
Professor C. - - - -	660	= 600 „
Professor D. - - - -	575	= 520 „
Professor E. - - - -	500	= 450 „
Total - - - *Rs.*	3,385	

Compared with that of the old.

The present expenditure is:

2 Principals - - - -	1,520
4 Professors - - - -	1,400
Total - - - *Rs.*	2,920

Difference.

Thus the excess of the new expenditure over the old will be 465 rupees per mensem, but it must be noticed that the new scheme provides for a law professorship, the want of which has been grievously felt in this province for some considerable time. [Excluding the law professorship, the expense will be less instead of more.]

System of grades and promotion in the new professorships.

68. It will be seen by the above pay-sheet that the salaries rise by four promotions from 500 rupees to 880 rupees. Thus the lowest appointment could always be filled by young English graduates, who would be induced to come out by the prospect of promotion which the pay-sheet exhibits.

These appointments shall be of different grades, so that a lower professor officiating for a higher shall draw officiating allowance.

Students may attend what courses of lectures they choose.

[Part of every professor's pay to depend on a capitation fee.]

69. Also, arrangement shall be made that students may be admitted to the lectures of one or more of the professors, without being compelled to attend all, provided that he pay a fee proportionate to the number of courses of lectures which he shall attend. [Also, a part of each professor's salary shall be a capitation fee, in order that it may be his interest to keep his classes as numerous as possible.]

Exhibitions from the Provincial to the Presidency College.

70. From the moneys funded (*see* para. 59), exhibitions shall be founded to the Presidency College, in order that any student of great promise may prosecute his studies in Calcutta, where, for other reasons, and especially from the better footing of the Educational Department, more numerous and better professorial lectures will always be provided.

This

This matter of scholarships, exhibitions, and fellowships is a most important one. Men literary by profession are urgently required. What inducement is there for men to become literary by profession? The present system makes them seek academic distinction for the sake of the consequent certificate which is, or is supposed to be, a key to certain more or less lucrative appointments: but this also is to be desired that foundation benefices should be instituted, the holders being required to take up a literary or tutorial occupation. Thus, instead of ceasing to study at a time when their education is but just begun, they would, by continual academic residence, not only make *themselves* into really sound scholars, but would also hand on the lamp; and the learning that one acquired with difficulty through the English language would be imparted with ease through the vernaculars to hundreds.

The advantages which will result from scholarships, exhibitions, and fellowships.

71. The changes already detailed will of course render requisite considerable modifications in the higher and lower schools of this province, and more especially in such schools as now feed our two colleges, and will for the future feed the Provincial Central College.

Modifications in the schools.

Especially in schools that feed the colleges.

72. Gradually, as from time to time vacancies occur (and funds permit), the head masterships of the highest* schools shall be filled up with highly paid Europeans of considerable attainments in some branch of study; those gentlemen who already fill such posts shall be incited to acquire a high proficiency in the Oriental languages, both vernacular and classical, by the proffer of rewards of considerable value, as detailed in para. 23.

Well-paid, highly educated head masters to be gradually introduced.

The present head masters to be induced to pass examinations and obtain certificates of high proficiency in the Oriental languages.

73. Such of them as shall volunteer shall undergo an examination in any or all of these subjects, English language and literature, mathematics or law, conducted by the director of public instruction through the principal(s) and professors of the college(s). The results of his examination shall be communicated to the local government, and shall have considerable weight towards the examinee's future promotion to a professorship or highly paid head mastership. *In all other respects this examination shall be considered strictly private.*

They shall also pass a voluntary examination in European Literature and Science.

This examination shall be voluntary and its results private.

74. The head masters (after such time shall have elapsed to render such a change possible) shall rank next to principals of colleges, and either before or on a level with professors.

Head masters in time to rank next to principals.

75. It was my original intention to have in this place detailed such alterations in the schemes of studies of Zila and other schools as will be necessary if the changes proposed for the other sections of the department be carried out. But that is not now to the purpose; as the Officiating Director Public Instruction has called the attention of the superior officers in the department, in another circular, to the necessity of a careful revision of the courses of study for schools of all grades and of a re-selection of text-books.

(signed) *E. Willmot,*
13 December 1867. Principal Government College, Delhi.

MEMORANDUM by *C. U. Aitchison.*

IN any discussion of the question of the diffusion of European literature and science through the medium of the vernacular languages of India, it would be wrong to start with any other assumption† than that the vernaculars of the country do not as yet afford the materials for conveying instruction of a high order. Not only do scientific works not exist in any number, even in translation, but the vernacular language, by which for Upper India I must be understood as meaning Urdu, is, in its present imperfect state, incapable of correctly expressing the results of European science, far less the processes and methods of European thought. For many years to come, a knowledge of English will be indispensable to any native of India who is desirous of prosecuting high literary and scientific studies. The number of those, therefore, who can hope to be imbued with the spirit of European thought must necessarily be few, and found chiefly among the wealthier classes of native society. But even if they were far more numerous than we can expect them to be, they must, unless the vernacular language be itself enriched and largely developed, for ever remain as widely separated in thought and knowledge from the masses of their countrymen as are the English themselves in India.

† Para. 7 of the reply of Government to the Allygurh Association, No. 4217, of the 5th September 1867.

Nor must we conceal from ourselves that the knowledge of English attainable in Upper India, and I fear that the same may be said of India generally, except perhaps in the Presidency towns, is practically useless as a means of conveying even to the students any adequate knowledge of European literature and science. The defects of the system which has been thrust upon us by the Calcutta University are so obvious, and so universally admitted in this part of the country, as to require no discussion. Not only do the English students universally display all the faults usually attaching to a superficial English education, but I think it beyond dispute that, with rare exceptions, they will be found to have little or no command over their mother tongue.

The

* Say six or eight in the whole of the Punjab.

The Honourable the Lieutenant Governor has recorded his opinion, "that every effort should be made in the first instance to induce the University of Calcutta so far to modify or enlarge its existing rules and course of action as may appear necessary to fulfil the educational requirements of these territories, and tend to secure the objects aimed at at in the present discussion." There can be no question of the desirability of this on general grounds; but unfortunately this door is closed to us, as the Calcutta University have recently definitively rejected proposals of the above nature which were laid before them. But even if the suggestions which have been made for a modification of the Calcutta curriculum had been acceded to, this step would in my opinion have gone but a very short way towards meeting the requirements of the case, and would probably have resulted in the indefinite postponement of any more comprehensive scheme.

I am, therefore, not sorry that the Calcutta University have resolved for the present to adhere to their own course, and have indicated a readiness to welcome a proposal for the establishment of a separate University for Upper India, to meet the requirements of these Provinces. The general idea seems to be that a university should be established at Delhi for the North-Western Provinces and Punjab combined. If there be only one University for both Provinces, Delhi is no doubt the best place for it. But now that the idea of a separation from Calcutta has been started, I should hope to see the North-Western Provinces and the Punjab have each their own University, the latter at Lahore. The extent of country to be provided for, the peculiarities of the Punjab in the dialects, habits, and customs of its population, the existence of a valuable museum and medical college at Lahore, and the earnest efforts that have of late years been made for the establishment of an Oriental university there, entitle the people of the Punjab to consideration.

But whether there be one University or two, I hope we shall avoid the error of modelling the University after that of Calcutta, and constituting it a mere examining body. The main object of a university is not so much to test what students know as to guide them in their studies and train them in proper methods of learning. None of our present colleges answer the proper purposes of a university; and instead of merely examining students as to the results of their college reading, we should take them up where our colleges leave them, and by subjecting them then to the personal influence of elevated enthusiastic scientific men at the time when their minds are most plastic, infuse into them something of the western love of learning for its own sake, and guide them in the true method of gratifying it. A university that shall be a mere examining body is, under the most favourable circumstances, an anomaly, and is quite unsuited to the requirements of this country, where scientific method in study is almost unknown. I hope, therefore, we shall have a university modelled rather after those of Scotland and Germany than after that of London; a university at which, if actual residence and study be not by rule compulsory, they shall at least in practice be found expedient, from the rigid exaction of qualifications for a degree which can be acquired only exceptionally out of the University.

I should hope, therefore, to see in time five or six scholarships of the value of from 25 to 50 rupees a month, attached to each of our colleges, and to those independent colleges that may adapt their curriculum to the requirements of the University, to be competed for by students who have passed the college curriculum; and other scholarships in direct connection with the University to be competed for by those who have not studied at any college, but have been educated up to the University requirements; all to be held on condition of continued study at the University, and under rules prescribed by the Senate. An entrance standard should also be fixed for students wishing to matriculate without scholarships, and this entrance standard, as well as the standard for scholarships, should require considerable attainments in either Arabic or Sanscrit.

The staff of the college should consist of—

(1.) Principal, who should also be Professor of Sanscrit or Arabic.
(2.) Professor of Arabic or Sanscrit.
(3.) Professor of Mathematics and Physical Science.
(4.) Professor of Law.
(5.) Professor of English Language and Literature.

[Natural History can be provided for in the Medical College.]

One of the professors should be registrar or secretary to the Senate. The salaries should be—

Principal, 1,000 rupees, rising to - - - -	*Rs.* 1,500
Four professors, 750 rupees, rising to - - - -	1,250
Registrar or secretary - - - - - -	100

Giving a minimum expenditure of 4,100 rupees and a maximum of 6,600 rupees, which, however, would be rarely attained, and the average might be taken at 6,000 rupees a month.

For degrees three subjects should be studied, of which either Arabic or Sanscrit and English should be compulsory, and the third subject optional. This, however, and the principles of examination, &c., are questions of detail on which it is unnecessary here to enter. There should be at least six fellowships, to be either awarded to those who take degrees with honour, or specially competed for; of which three of considerable amount, say 400 or 500 rupees a month, should be held on condition of study at some European University, and the holders of them should be specially commended to the notice of the University authorities in England or elsewhere. Such conditions should be attached to these fellowships with a view to utilise the results of the studies of the holders of them by requiring from

from them translations and original works, &c., as the Senate may think most suitable. On their return to India these fellows might be attached to the University, teaching and communicating the results of their study in Urdu, and not in English. The fellows who had not travelled might in the same way be attached to our colleges. The advantage of this would be that, having a class of men thoroughly masters of the classical languages which are the fountain of Urdu, and having acquired European sciences and knowledge, not merely as an outside learning, but by having their minds thoroughly saturated with it, we should have European knowledge diffused in India, not through cold, lifeless, unintelligible translations, but inspired by a living spirit, and in a form realisable to the Oriental mind, and thus creating and inspiring thought in the people, instead of by mere importation of terms from the classical languages or from English, which must ever, to the popular mind, remain symbols of no definite idea.

It is of course impossible to create or enrich a language by direct effort, but we can do it by enriching thought, which will of necessity find for itself expression; no mere translations will ever do this.

The chief obstacle in the way of a scheme of this kind is its costliness. The aggregate expenditure would be —

	Rs.
University Staff - - - - - - - -	6,000
Scholarships, say - - - - - - - -	500
[Probably all these could be founded by Municipal Committees which have recently been formed in the Punjab.]	
Fellowships, say 3 at 200 rupees - - - -	600
Ditto, say 3 at 500 „ - - - - -	1,500
Add, printing, examinations, contingencies - - -	1,000
Rs.	9,600

or about 1,20,000 rupees a year. I do not despair of this being attained, and it will not be all required at starting. We have already nearly 12,000 rupees in hand for the Oriental University, besides the princely donation of 62,300 rupees from the Maha Raja of Cashmere. I am in communication with other chiefs about it, and expect liberal donations.* The whole expenditure now incurred on the present Lahore college would also be available, as the college would be absorbed in the University, leaving to the mission college the conduct of preliminary studies at Lahore. There would further be the fees to be paid for matriculation.

The Government of India will also, no doubt, supplement these donations by a liberal endowment here, and I believe that by a movement in England, if set on foot by some of the influential officers who have left this country, but whose hearts are still in India, such as Dr. John Muir, Sir R. Montgomery, Sir H. Edwardes, Mr. Edward Thornton, and others, a good deal might be done to create fellowships to be held in England, and thus relieve the funds here. When I go home in April next I will most certainly strive to enlist the sympathies and support of these gentlemen to the scheme.

The above remarks are necessarily crude and the scheme undigested in details. My aim has been merely to indicate what occurs to my mind as the general direction which the scheme should take. But both in regard to principles and details there are others much more able to advise Government than I am, and to whose opinions, if they differ in any way from the above, I for one will gladly defer. The scheme, however, is one which I have deeply at heart, as fraught with benefit to the millions of India through all time, and to an extent which no one can fully foresee, and I trust our great and powerful Government will ungrudgingly, and without stint, support the efforts that are now being zealously made by the people themselves to acquire the knowledge and learning which it is so easily in our power to give.

Camp Fazilka, 26 January 1868. (signed) *C. U. Aitchison.*

From Lieutenant Colonel *H. W. H. Coxe*, Officiating Commissioner and Superintendent, Lahore Division, to *C. U. Aitchison* Esquire, Officiating Secretary to Government, Punjab, Civil Department, dated 7 February 1868.

I HAVE the honour to reply to your No. 1638, dated 25th October last, and subsequent reminder No. 19, dated 9th ultimo, on the subject of the proposal of the British Indian Association for the education of the natives.

2. I approach the subject with considerable diffidence, as I have not had much opportunity for studying the proposal, and I am at the present time much occupied by the engrossing duties of a new charge.

Reluctance in entering into the subject owing to press of duties.

3. The main object I understand to be the raising of the standard of education in the vernacular, to that of an English first class education, the means being, the rendering of the

Object of raising the standard of education in vernacular to that of English.

* The Rajah of Kupoorthulla has since promised 10,000 rupees.

the higher compositions in literature, science and art into the vernacular as class books for the native schools or universities.

The present and future aspect of the subject.

4. The question has a present and a future aspect. The present has regard to the training of men up to the higher standard of qualification necessary for the complete translation of English literature of a high order into the vernacular of India. The future concerns the application of the means so acquired.

Proposal to obtain the first object by having translations of the best works in English literature to serve as class books.

5. It would seem advisable that all available means should be for the present concentrated on the first object, that, namely, of obtaining translations of the best works in English literature to serve as class books. Of course a qualification for this would imply an intimate acquaintance with both languages, and it would not be well therefore to relax educational efforts for the study of English, until some way had been made towards the attainment of the vernacular equivalent.

Necessity of maintaining a class of men for educational labours.

6. To raise and maintain a class of men capable of such labours, is a work which may well call for the earnest consideration of all interested in the future of India.

Professors and teachers of universities to be directed to make translations.

7. The first and most obvious means is to direct the efforts of the professors and teachers in the universities already existing, to this point, making, translation, not merely the literal conversion from one language to another, but an elegant and idiomatic rendering of the meaning, one of the principal subjects in the course of study, giving prizes annually or more frequently for the best translations of works, or portions of works, specially selected with a view to their future usefulness; and to this might be added prizes to be given by Government, without limitation of class or country, for the best translations of selected works.

Increase in the number of universities as the most effective means of obtaining the object.

8. But specially, and above all, the increase of the number of universities in the country is to be regarded, I think, as the most effective means.

Circumstances under which the people of the Punjab do not avail themselves of the advantages held out by the Calcutta University.

9. It is possible that, at some future time, when the railway system is more fully developed and has been long at work, the objection at present entertained by natives of this part of the country, and others equally distant, to expatriate themselves even for a comparatively short period, may wear away; but at present it would be vain to expect the people of the Punjab and other countries similarly situated, to avail themselves to any appreciable extent of the advantages holden out by the University of Calcutta, even though those inducements were much greater than they are at present.

Local training grounds to be the great desideratum for the furtherance of the object in view.

10. Local training grounds therefore appear to be the great desideratum for the furtherance of the object now under consideration; but even were those established, a serious difficulty would have to be met at the outset, namely, the retaining as students, for the purposes of extending the advantages of education, men who had given signs of greater power and talent than ordinary scholars.

Persons acquainted with English seek employment under Government soon.

11. The first use now made of a comparatively extended acquaintance with English, or of a higher order of acquirement, is to induce its possessor to obtain employment under Government as soon as possible. This appears incidentally in the remarks made by Syud Ahmed Khan of Allyghur, quoted in the memorial of the British Indian Association. He says, "I would especially call their attention to the urgent necessity there is for the study of English. It is not only requisite on account of the many lucrative posts which it enables those who study it to fill," &c. &c.

Inducements to be held out to students to apply their talents in the cause of education.

12. This is the main object now of those who have received a better order of education, the attainment of some post under Government; and so it will continue to be, until some inducement of an equal or higher nature can be holden out to students to apply their talents in the cause of education alone.

Description of inducements to be in the shape of endowments in land.

13. Such inducements must take the form of emolument in some shape, and the most attractive perhaps would be an endowment in land. Hereafter it is possible that benefactors may be found among the natives of India themselves, who would in gratitude for the benefits derived to themselves or their families from the spread of education, bestow portions of land for the endowment of scholarships at the Universities. In our own country at many of the colleges in Oxford and Cambridge, the scholarships and livings are entirely the result of private liberality, but in India the State must take the initiative.

Grant of waste land for University at Lahore.

14. I understand, from the correspondence connected with the establishment of an University at Lahore, that it was proposed to solicit Government for the grant of waste land in the neighbourhood of Lahore, as an endowment for the University. I would advocate the extension of the grant for the formation of scholarships, which should be of a value sufficient to induce the best men to remain at the University, and should contain certain conditions attached, of residence during term time, of delivering a certain number of lectures, of composing essays on prescribed subjects; in fact, of serving the cause of the University in the same manner as scholars of universities in our own and other European countries.

Government grants to take the place of private benefactions for the present.

15. The details of such a scheme would of course require to be fully elaborated, but the principle has been found to answer well in our own country, and seems to admit of easy adaptation to the circumstances of India, excepting as noted above, that at present Government grants must take the place of private benefactions.

(signed) *H. W. H. Coxe,*
Officiating Commissioner and Superintendent, Lahore Division.

From the President Anjuman-i-Punjab, to *T. H. Thornton*, Esq., D.C.L., Secretary to the Government, Punjab, dated Lahore, 18 March 1868.

I HAVE the honour to submit the reply of the Anjuman-i-Punjab to the inquiry made by his Honor the Lieutenant Governor, Punjab, in docket No. dated 1868.

I. Submission of the views of the Anjuman on the question as to the possibility of Urdu becoming a medium for the diffusion of a "higher education."

The following are the reasons for the delay which has occurred in forwarding the reply.

II. Causes of the delay in submitting those views.

The Anjuman-i-Punjab had, since August 1865, submitted its scheme for the establishment of a University, in which Oriental learning should receive due recognition, to the criticism of European and Indian educationists. It had succeeded in obtaining a general statement of views from his Honor the Lieutenant Governor in October 1865; had already in September of the same year found European supporters in Messrs. Brandreth, Aitchison, Alexander, and Griffin, and had finally been so fortunate as to obtain the full approval of the Lieutenant Governor and his valuable and unmistakeable guidance for future operations in "the reply to the Address of the Lahore and Umritsur nobility" presented to him at Dera Ghazi Khan, 2nd February 1866. It had accepted after careful discussion and with enthusiasm the "statement of principles" which under the auspices of the highest functionaries in this Province had been subscribed to by his Honor himself, and which was very widely circulated. The Anjuman had continued to discuss the subject in its different bearings, including the position of Urdu in the general scheme. It had met objection after objection in various ways, and saw at last its efforts rewarded by a general concurrence in this and other Provinces, in the principles which it had laid down as those on which alone a sound education could be based in this country.

Memorandum of his Honor, 13th October 1865.

Proceedings of European Committee, 27th September 1865.

It saw itself after all, called upon to give an opinion on *one* point of detail in its own scheme, to which the British Indian Association had given support and prominence. Confident of the acceptation by his Honor of the necessity of enriching the vernaculars from Oriental classical languages, it merely endeavoured to show that one vernacular alone, as suggested by the British Indian Association, could not suffice for the whole of India; and Babu Noveen Chunder submitted a paper, which, meeting with general assent, endeavoured to establish claims in favour of Hindi. The Anjuman then, as always, would not commit itself either to any *one* vernacular, or to *all* the vernaculars without those classical sources which alone can develope them. Whatever may be the superiority of Urdu as a vernacular more or less understood all over India, and to a great extent promoted by its more or less general adoption by the Indian Government, nothing that the British Indian Association could urge in its favour appeared to the Anjuman and to the University Committee capable of setting aside the principle of "equal encouragement to both Eastern and Western learning, and the development of the vernaculars through the Oriental classics," which, more than any other supporter, his Honor had so repeatedly, so fully, and so conclusively demonstrated. Sympathising deeply with the North West movement, and with the public spirit of its promoters, the Anjuman could not embrace a proposal which to it appeared one-sided, and whose adoption would have stultified not only itself but also all its European and native well-wishers and supporters.

III. Final decision of the Anjuman.

The Anjuman can, therefore, only reiterate its adherence to the original principles, which, laid down under high approval, have, after a struggle of two years, received at last a hearing. How far Urdu is perfectable is a question by itself, the solution of which the Anjuman is already earnestly attempting; but it has confined itself for the present to answering so much of the North Western proposal as affected its own scheme. It now encloses a copy of the resolutions which have been passed at this day's meeting, as also a copy of the "statement of principles" which it has adopted together with the "European Committee."

(signed) *G. W. Leitner*,
President of the Anjuman-i-Punjab.

COPY of the RESOLUTIONS passed at the Meeting of the Anjuman-i-Punjab, on Wednesday the 18th March 1868.

I. THAT the University Committees be requested to accede to the wish of the Anjuman, to reply at full length to his Honor the Lieutenant Governor's inquiry with regard to the position of the Urdu language in an educational scheme.

II. That Babu Noveen Chunder's views, as already published, be accepted as representing the opinion of the Hindu members with regard to the development of Hindi as one of the vernaculars.

III. That it is impossible to develope Urdu without the cultivation of Arabic, and Persian and Hindi without that of Sanscrit.

IV. That the members pledge themselves to scrupulous adherence to the general principles laid down, and fulfil the promises, as far as lies in their power, held out in the

original programme of the University, dated August 1865, and in the "statement of principles" by the European Committee, dated 29th March 1867.

V. That in the opinion of the members, Lahore is entitled to be the seat of the University for the following reasons:—That it is the seat of Government, and of heads of departments, and the capital of this Province; that it is also the seat of the native nobility, and of those Europeans and natives who have started the movement; that it was always understood that the University would be established at Lahore, and that on this understanding subscriptions were asked for and received; that Lahore alone at present contains the elements for the formation of a council which shall represent alike the interests of Government and of learning (Oriental, legal, medical, educational, &c.); that amalgamation with the North Western Provinces is undesirable, because there is sufficient scope in this Province for a separate University, and because there is a radical difference in principles and aims between the Punjab movement and that of the North West.

On behalf of the Society,

(signed) *G. W. Leitner,*
President of the Anjuman-i-Punjab.

LAHORE UNIVERSITY.

European Committee of Support.

The Honourable Sir Donald McLeod, K.C.S.I., C.B., President.

Members.

A. A. Roberts, Esq., C.B., C.S.I.
F. H. Gooper, Esq., C.B.
Colonel R. Maclagan, R.E.
T. H. Thornton, Esq., D.C.L.
C. U. Aitchison, Esq.
G. W. Leitner, Esq., M.A., PH. D., Hon. Fellow of the King's College, London, Secretary of the Native "University Committee."
Baden Powell, Esq.
Lepel Griffin, Esq., Secretary.

We, the undersigned Members of a European Committee formed in support of the University which is proposed to be established at Lahore, in our private capacities, as well-wishers to a movement which is becoming a national one, earnestly call your attention to the following declaration of our educational views, and of the aims and principles of the new University. Should they meet with your approval, we invite your cordial co-operation towards realising them by every means in your power.

D. F. McLeod, President.

A. A. Roberts.
F. H. Cooper.
Robert Maclagan.
T. H. Thornton.
C. U. Aitchison.
G. W. Leitner.
Baden Powell.
Lepel Griffin, Secretary.

Objects and Principles of the Proposed Lahore University.

It has been thought desirable by the European Committee of Support of the New University at Lahore that a statement of the principles upon which it is being founded and of the objects which it desires to attain should be drawn up for general circulation:—

1st. It may be stated that although the movement to which the University owes its origin has specially been termed "Oriental," yet that by the use of the term no revival of the old warfare between the Orientalists and Anglicists is signified. While the revival of Eastern learning and the creation of a good vernacular literature will be the primary object of the University, yet English will be still considered as the natural complement of education, and of the highest value to the native student whose mind has been thoroughly disciplined by a study of his national classics.

2nd. A quotation from the well-known Educational Despatch of the Secretary of State for India will fitly precede any further observation, as it both explains and justifies the present movement.

"The Government schools and colleges, whether high or low, should be regarded, not as permanent institutions, but only as a means for generating a desire and demand for education, and as models meanwhile for imitation by private institutions. In proportion as the demand for education in any given locality is generated, and as private institutions spring up and flourish, all possible aid and encouragement should be afforded to them; and the Government, in place of using its power and resources to compete with private parties, should rather

rather contract and circumscribe its measures of direct education, and so shape its measures as to pave the way for the abolition of its own schools."

3rd. It should be understood that the Oriental movement in Lahore is in no way antagonistic to the Educational Department, which, in some form or another, must always remain a necessity in India, and which, at all events, must continue for a long time to be "a model to private institutions." It is probable that but for it no demand for education would ever have arisen in this country, but a special demand having arisen, it clearly becomes a duty to act in the spirit of the above-quoted Despatch, and give it every possible encouragement. No happier fulfilment of the Despatch can be imagined than in a movement which promises to enlist the sympathies of the whole people in its success, and through such a movement alone does it appear likely that the Government will ever be able to contract its own measures of direct education.

4th. The *necessity* for a University founded on these principles at Lahore is shown by the eagerness and enthusiasm with which the people of the Punjab have welcomed the idea. The University of Calcutta is for various reasons unsuited to the wants of this Province:—

Firstly. Its distance is too great, and area over which its affiliated institutions extend too vast and varied, to admit of its exercising the influence which would be exercised by a University located at Lahore.

Secondly. Were the Calcutta University more accessible than it is, it would still, in the opinion of the European and Native promoters of the present movement, be unsuited to the requirements of the Punjab, insisting as it does on a considerable knowledge of English as a *sine quâ non* for matriculation and the obtaining of degrees, and affording by its course of study little encouragement to the cultivation of the Oriental classics, and none to the formation of a modern vernacular literature.

The objects of the Universities of Lahore and Calcutta are different but not antagonistic; each may carry out successfully its proper speciality, and each may afford the other valuable assistance.

5th. The University of Lahore will therefore be founded with the following aims:—

a. To allow the people of this country a voice in the direction of their own education.

b. To discipline the minds of students by a course of study in their own classical languages, and of such portion of their literature as would form a natural transition to a really intelligent acceptation of modern ideas.

c. To develope in every way such originality in literature as may already exist in the country, not impeding the progress of the movement by unnecessary rules and restrictions.

6th. It appears to the European Committee of Support that the best method of carrying out the first of these intentions will be by leaving the direction of the University education in the hands of a council representing both the most liberal educational principles of Europe as interpreted by the British Government of India and the wishes of the people of this country. The official members of the Council will thus give a guarantee to the Government for the proper expenditure of such funds as the Grant-in-aid principle may afford the University; while the Native members will prove and maintain the national and independent spirit of the movement. No one would be eligible to the Council who could not give his adhesion to the principles on which the University is founded.

7th. The University will, as a *teaching body*, be composed of colleges in different parts of Northern India, all more or less teaching the subjects in which the University holds periodical examinations.

The University, as an *examining* body, will hold examinations for conferring degrees and "*sanads*" for proficiency in—

1. Languages.
2. Literature.
3. Science.

It will also give rewards for good original works in the vernacular or good editions of standard Oriental works or for translations from European works.

It is also proposed to found fellowships of two kinds: one to be bestowed upon learned men, Natives or Europeans, who will give lectures to University students or otherwise aid in direct University tuition, the other to Native scholars, who will devote their time to literary pursuits, and who have already given proof of their ability and industry. This second description of fellowship is the more necessary, as a man who devotes himself to Oriental literature alone, cannot, as a rule, expect any employment from the Government.

8th. In th eexaminations and the tuition of the University "the compalative method" will be aimed at, in order to form a link between the languages, literature, and science of the East and the West.

Urdu and *Hindi* will be the principal vehicles for *direct instruction* to the masses of people.

Arabic with Muhammadans and *Sanscrit* with Hindus will hold that place which the classical languages of Greece and Rome hold towards ourselves.

English will give the opportunity for comparing their own language, literature, and science with our own, and its tuition will thus be rendered a really invigorating exercise for already prepared minds, not a mere word teaching.

It is felt so strongly that it would be fatal to the success of the University were its teaching, which is intended to be on the European system, to degenerate into the old Oriental method, that all examination committees will contain in their number some European of learning and influence, who will thus give a guarantee for the liberality and progressive tendencies of the institution.

9th. The University will also correspond with the Oriental societies of Europe and with European philologists, and obtain aid from them in the development of Oriental learning and literature. It will also encourage the formation of literary or scientific societies in this country, and co-operate with, or support those already in existence.

10th. Such in the briefest outline are the features of the scheme. To carry it out successfully, it will be necessary to obtain for the University an endowment sufficient to guarantee an annual income of 90,000 rupees, and to obtain this, with the "grand-in-aid" assistance, subscriptions to the amount of nine lakhs of rupees will be necessary.

11th. A few words only are required in conclusion. It has been stated that the present movement is in no way intended to inaugurate a reaction hostile to the present educational system. The advantages of English are so great, as the language of the ruling class, and as a vehicle for the direct communication of modern European thought and science, that it would not only be impolitic and foolish, but fatal to the success of the new University, to attempt to oppose it or limit its influence. It may, moreover, be added, that the natives of India have so keen an appreciation of the advantages they gain from the knowledge of English that there is no fear of its study being neglected.

In a financial point of view the movement is an important one. It promises to relieve Government of much of the expense which the growing educational demands of the country entail, claims which we have created and encouraged, which we should rejoice in seeing made, and yet which we are unable, and shall still more in the future be unable, to satisfy, at the risk of appearing wanting not only in generosity, but even in justice.

It must also be considered politic to associate the natural leaders of a country, the noble, the learned, and the wealthy, in an undertaking which will invest the Government with national sympathies.

Lastly, it is not only wise but just to encourage the present movement. The natives of India supply the revenues from which all educational grants are made. It is only fair to allow them some share in the direction of their own education, and to give them opportunities of cultivating the languages and literature that to them are naturally dear.

All communications on this subject should for the present be addressed to Dr. G. W. Leitner, the Secretary of the Native Committee, who has undertaken to act as Secretary of the European Committee during the temporary absence of Mr. Lepel Griffin, Officiating Deputy Commissioner of Syalkot.

BRIEF SKETCH of the Results of the "Oriental Movement" since its commencement.

1st. The establishment of the Vernacular Literary Society of the Punjab, the Anjuman-i-Punjab, and that of a number of either affiliated or independent societies of the same kind in different parts of the Punjab.

2nd. The establishment of a free public library and reading room in the city of Lahore.

3rd. The composition, compilation, and translation of a number of vauable treatises, in Urdu, Hindu, Arabic, Sanscrit, and Persian.

4th. The presence of over 120 candidates from all parts of the Punjab, the North Western Provinces, and even Bengal, at the first Oriental examination held at Lahore. The examination, a very strict one, was in Arabic, Sanscrit, Urdu, Hindi, Gurmukhi, Pukhtu, and Persian, and although only a very short notice of it was given, and the prizes offered were few and small in value, it attracted a considerable number of candidates.

5th. The establishment of an Oriental and of an Anglo-Oriental University School, at which more than 500 pupils of all ages attend, and the affiliation to these schools and to the Anjuman of a number of smaller schools.

6th. The great concession made by Moulvies and Pandits to English education, in themselves undergoing or promoting a more critical system of studies.

7th. The collection already of 15,000 rupees towards the endowment, and of 10,000 rupees of annual subscriptions towards the yearly expenditure of the University.

PROPOSAL.

It is proposed that, in the event of your concurring in the above scheme, you and others at your station who are favourable to the undertaking will, as speedily as possible, organise a committee among the most influential and learned of your district, for the purpose of collecting donations and annual subscriptions for the University, and also for forming a

local

local council for deliberating as to the advisability of establishing a local institution to be affiliated to the University.

The following are the donations and subscriptions up to the present date (29th March 1867), of which about half have already been paid :—

ANNUAL SUBSCRIPTIONS.

	Rs.		
H. E. the Viceroy - - -	2,000	per annum	from 1st November 1865.
The Hon. Sir Donald McLeod -	1,000	„	„ „
H. H. the M. R. of Kashmir -	2,000	„	„ „
„ „ Kapurthalla -	2,000	„	„ „
The Raeeses of Lahore, Umritsur, and Gurdaspur - - -	9,982	„	from 1st January 1866, or from 1st January 1867.
B. Powell, Esq. - - - - -	120		

DONATIONS.

	Rs.	
The Raeeses of Lahore, Umritsur, and Gurdaspur - - -	17,195	of which 10,979 have already been paid.
F. H. Cooper, Esq. - - -	750	
C. U. Aitchison, Esq. - - -	500	paid.
G. W. Leitner, Esq. - - -	1,000	„
L. Griffin, Esq. - - - -	500	
A. Roberts, Esq. - - -	500	
T. H. Thornton, Esq. - - -	500	
Colonel Maclagan - - -	500	

Subscriptions and donations should be sent to the secretary, who will publicly acknowledge them.

From Captain *W. R. M. Holroyd*, Director of Public Instruction, Punjab, to *T. H. Thornton*, Esq., D.C.L., Secretary to Government, Punjab (No. 89), dated Lahore, 3 April 1868.

IN accordance with the instructions of his Honor the Lieutenant Governor, I furnished to the Dehli Literary Society a summary of the proceedings of the meeting held at Lahore regarding the establishment of a University for the Punjab, and I have the honour to submit herewith their report on the subject.

Submits report of the Dehli Literary Society regarding the establishment of a University for the Punjab.

2. I personally explained to the Society the objects of the present movement, and the reasons that had led to the proposal of a University for the Punjab alone, and to the recommendation that this University should be located at Lahore.

The objects of the institution of a University were explained to the Dehli Society.

3. The meeting at Dehli was largely attended by native members, who expressed their views on the subject without reserve. With the general objects of the movement all appeared to sympathise, and the force of the arguments that can be adduced in favour of Lahore as the seat of a University for the Punjab were fully admitted; at the same time a very strong protest was made against the introduction of any measure that would tend to lower the standard of instruction attainable in Dehli, and to oblige the students of the Dehli College to proceed to Lahore for the completion of their education. The belief indeed appeared to be unanimous that no such measure would be practicable, that the majority of students would forego the advantages of education in its higher branches rather than leave Dehli, and that those who did consent to leave Dehli would proceed to Agra in preference to Lahore. Although this feeling is no doubt to be regretted, it would be idle to ignore its existence, and at the same time the wishes of the people of Dehli, who have manifested a high appreciation of the benefits of education, are entitled to some consideration.

The Dehli Society admits the propriety of the University being located at Lahore, but they protest against the standard of education being lowered at Dehli, and to oblige natives of that place to proceed to Lahore to complete their education at the University.

4. It cannot be denied that the Dehli College with its numerically weak instructive staff will bear a favourable comparison with the more highly favoured Colleges of the North Western Provinces; that some amongst the native gentlemen of Dehli have assisted and are assisting in the promotion of liberal education by a free expenditure of their time and money, and by an exercise of their personal influence in a manner that is hardly to be seen elsewhere, at least in Northern India; and that the students both of the Government school and of the aided schools connected with it, at present contribute much more largely towards the expense of their education than the students of any other city in the Punjab.

Claims of the City of Dehli for the means of a high standard of education being provided for that place.

5. Taking these circumstances into consideration, and having regard to the very strong manifestation of feeling on this subject that I lately witnessed at Dehli, I am very decidedly of

The College of Dehli should be provided with a staff of pro-

fessors equal to that of the Colleges of the North West Provinces, and be capable of teaching to the B. A. degree.

of opinion that in the event of the establishment of a University at Lahore, it will still be most essential that the Dehli College should at least teach up to the standard that may be required for the degree of B.A., and that the institution should be placed on the same footing with respect to the Professorial Staff as the Colleges of the North West Provinces.

Supply of students for the Dehli College.

6. The Dehli College already contains 26 students, who are all inhabitants of Dehli. No students have yet been sent in from neighbouring districts, mainly owing to the impossibility of teaching up to the entrance standard with the existing staff of zila schools. It seems probable that Dehli itself will furnish students sufficient for a very fair College, and when others come in from the surrounding districts the College is likely to be a large one.

Work of examination for the Lahore University.

7. Should a University be established at Lahore, ample work might at once be found for it as an examining body, more especially should it be decided to grant certificates to students of vernacular schools, who, though unacquainted with English or the classical languages of the East, can pass by the standard of the entrance examination in mathematics, history, and geography.

The Lahore University cannot enter upon its functions as a teaching body immediately, as no students are available.

8. If, however, none of the students of the Dehli College are transferred to Lahore, it is difficult to see how the Lahore University can immediately enter on its functions as a teaching body. It has been decided, and I think rightly (though an exception must be made in the case of Dehli), that the University should take up the instruction of students where Government Colleges leave it. It is, I believe, contemplated, that promising youths of 18 or 19 should attend the lectures of the University Professors; the standard of instruction in colleges being of course somewhat lowered. It could not, however, be lower than the First Arts Examination, and at the present time the Government College at Lahore does not contain any students who have passed this examination.

Supply of students for the University from the scholars of town schools.

9. The question as to whether a knowledge of English shall or shall not be required in the case of all students who enter the University has yet to be determined. If, however, English be not a *sine qua non*, except for the higher examinations, we might no doubt find some students of town schools who could pass well in mathematics, and tolerably in geography and Indian history, by a standard equal to that of the entrance examination (but not to the First Arts) of the Calcutta University, and who possess a fair knowledge of Persian. Such youths might be induced by the offer of scholarships to attend lectures at the University; and were an Engineering College established at Lahore in connection with the University, they might become very useful servants of the State, whilst a great impulse would be afforded to vernacular education.

Scholars of Government town schools and indigenous schools should not be admitted as students of the University.

10. These, however, are hardly the class of students who should be particularly encouraged to read for the examinations in arts, since they are all ignorant of Arabic and Sanscrit, whilst students of indigenous schools who are acquainted with Arabic or Sanscrit are profoundly ignorant of all other subjects, and to admit this latter class as students of the University would lower the character of that institution, and serve no good purpose.

Residents of Lahore not being good judges of the style of works in Urdu, a sub-committee composed of the natives of Dehli or the North West Provinces should be appointed for the examination of Urdu style.

11. Referring to paras. 9 to 11 of the report of the Dehli Society, it is doubtless most essential that in the event of the constitution of the Lahore University as the supreme literary body of this province, arrangements should be made of a nature to obviate fully the evils that have been anticipated. It is quite certain that if the members of the University who had a voice in the matter should consist entirely of residents of Lahore, they could not form an adequate judgment of the style of works written in the Urdu language. It would be quite practicable, however, to appoint a sub-committee of style, which might be composed principally of natives of Dehli or the North West Provinces of known literary ability.

Establishment of the University as an examining body at first, and professors to be appointed gradually.

12. The establishment of the University will involve little if any extra expense until professors are appointed, and if organised on a sound, practical, and popular basis, it will afford a great stimulus to the education imparted in our schools. Unless, however, a few young men are transferred from Dehli—a measure that it does not seem at all expedient to attempt,—there is no *immediate* prospect of obtaining any students who have received a fair school education, and who are acquainted with English, Arabic, or Sanscrit. Under these circumstances it might be desirable to assure the Supreme Government that professors will be entertained *gradually*, so as to meet the requirements of the students who may in the course of the next few years be ready to enter the University.

It is desirable that the constitution of the University should be determined, and its establishment sanctioned as early as possible.

13. It is my opinion that all our schools from the highest to the lowest should be organised in such a matter, that whilst specially adapted to the requirements of the different classes who attend them, they may afford facilities to even the humblest village student who may show distinguished ability, of obtaining a University education of the highest order. By such a system the University can be made to exercise a beneficial effect throughout the whole educational department. It is on this account desirable, that the constitution of the University with which our schools may be connected should be determined as soon as possible, and that the Supreme Government, if willing to sanction the establishment of a University at Lahore, should allow that University to be organised with the least possible delay,

delay, and to enter at once on its functions as an examining body; though the appointment of University professors be postponed until the number of students shall justify such a measure. The present state of uncertainty—our colleges and schools being affiliated to or dependant on the Calcutta University, whilst the establishment of a University on a different system is contemplated—would, if much prolonged, be productive of the greatest inconvenience, and could not but prove detrimental to the progress of education.

I have, &c.
(signed) *W. R. M. Holroyd*, Captain.
Director of Public Instruction, Punjab.

From the Secretary of the Dehli Society to the Director of Public Instruction, Punjab.

Report of the Dehli Literary Society regarding the establishment of a University for the Punjab.

I HAVE the honour to request that you will lay before his Honor the Lieutenant Governor of the Punjab this expression of the views of the Dehli Society in the matter of the proceedings of the late meeting at Lahore.

Invites attention to certain points which have escaped notice.

2. The Society has heard with very great pleasure your account of the proposed establishment of a separate University for the Punjab, but at the same time desires to call attention to certain most important considerations in connection with its foundation, which seem at present to have escaped notice.

Constitution of the Calcutta University is unsuited to the North West Provinces and the Punjab.

3. The Society has observed with regret, that the constitution of the University of Calcutta, though possibly most admirably suited for the natives of Lower Bengal, is very inadequate to the requirements of the inhabitants of the North West Provinces and the Punjab, in fact of all whose vernacular language is Urdu. The Society also has for some time borne in mind with great anxiety the promise of the Despatch of 1854, that new Universities should be established (in addition to those of Calcutta, Bombay, and Madras), whenever and wherever they should become necessary. It was therefore with considerable disappointment that the Society read in his Honor's late communication, in the matter of the Aligurh Institute's petition to the Supreme Government, that his Honor desired the opinion of the Society rather as to the modifications in the Calcutta University, necessary to adapt it to the wants of the North West Provinces and the Punjab, than as to the establishment of a new University. The Society therefore hails with great relief the announcement that a new University is in contemplation, for very many reasons, and especially from the belief that the partizans of the Calcutta University would listen coldly to any proposal for the modification of a system which (it cannot be denied) in some degree meets the requirements of a very large proportion of the colleges affiliated to it.

Constitution of the new University to be different from the existing Universities in India.

4. You were unable to lay before the Society any exact statement of the changes which the new University, as a supreme examining body, would introduce into the system of education in this province, and you explained that such matters would be settled at a future period; but the Society heard with great satisfaction your assurance, that the proposed University would differ from the earlier Universities of Hindustan, not by substituting the study of the Oriental languages for that of English, but by the encouragement of the acquirement and exhibition of *the earlier elements* of science by means of the vernaculars, rather than by means of the English language. The Society, from a mistaken notion that the object of the present movement was identical with what they supposed that of the University-i-Hind, some two years ago had feared that some idea of the possibility of education of a high order otherwise than through the English language was involved in the scheme; but its doubts on that point have been set at rest by your explanation, and by a re-consideration of his Honor's Circular in the matter of the Aligurh Institute's petition.

This report is to supersede the previous report of the Dehli Society regarding the proposed University.

5. It is greatly to be regretted that from a general misapprehension of the nature of the question propounded by his Honor, and from the unavoidable absence of certain members of the Society most interested in educational matters, its original reply was probably somewhat different from what it would have been under more favourable circumstances, and certainly from what it would be now. It is hoped that the present expression of the Society's views will be received as its revised opinion in the matter.

The three functions of the University.

6. The functions of the new University were explained to be three:—

First.—Examinations.

Second.—Literary Encouragement and Supervision.

Third.—Tuition (by Professors).

The first function.

7. With regard to the first of these functions, it is beyond discussion that if a University be established its prime function should be supreme examination.

The second function.

8. As to the second, it is most desirable that some system should be devised for the encouragement of literary labour generally, and especially for the production and supervision

of original and translated scientific treatises and works of instruction; and no plan seems so feasible and so likely to be successful as making this encouragement and supervision a function of the University.

The functions of the University as an examining body to be exercised at Lahore; but Dehli is far better adapted for the establishment of a literary committee.

9. Moreover, the first of these functions can doubtless be exercised more easily and thoroughly by a University at Lahore than at Dehli. For the former city is not only more central than the latter, but also, from being the seat of Government and of the High Courts, affords facilities for the construction and working of an executive committee or syndicate, which Dehli is not likely to offer for many years. But, on the other hand, as to the literary function, Dehli is far better adapted for the establishment and the operations of a literary committee. The mother city of the Urdu language, in which that tongue is still spoken and written with far greater purity and elegance than in any city in Hindustan (not excepting Agra and Lucknow), will naturally, for many years to come, produce a very great proportion (even when compared with the whole of the Punjab) of such scholars as will be fit to devote the labour of their lives to the transfusion of European ideas and civilisation into the vernacular.

Moreover, a literary committee of a University at Lahore must of necessity (as far as criticism of style is concerned) consist of none but inhabitants of Lahore, that is if any real work is to be done. And such a committee would be likely to encourage the production of works which a similar committee at Dehli, or selected from the Oriental scholars of the North West Provinces and Punjab generally, would reject for impurity of language or ungracefulness of style. And this is of all things what is most necessary to avoid; for the very office of the committee should be to foster the creation of an *unexceptionable* literature, and to check the publication of inferior works, whether faulty in style or matter. Thus, while it cannot be denied that to make literary encouragement and censorship a function of Universities generally would be most desirable, it is equally true that it would be futile to give such a function to a University for the whole Punjab to be stationed at Lahore.

The third function, that of teaching, will be most injurious to Dehli, unless a college be maintained at this place.

10. But it is to the third function, that of teaching, that the most serious objections are to be raised, *if the locale of the University is to be Lahore.* It is proposed that the University shall take up tuition where the colleges leave it; this would be fertile of most disastrous consequences to this city, as will appear from the following explanation:—His Honor the Lieutenant Governor has laid down as a principle, that the success of all future education in the Punjab will mainly depend on the production, as quickly as possible, of a class of Oriental scholars, who shall also have made themselves proficient in some one or more particular branches of European knowledge, and this principle has never been controverted. Now, as has been stated above, the principal Oriental *literati* of the Punjab, and a very great proportion of those scholars, the purity and fulness of whose vernacular will most qualify them for the re-production of European ideas in the Urdu language, will for some time be raised in Dehli. In Dehli, also, they will receive the elements of that instruction which, if carried out to the proper extent, would render them proficients in some special branch of science. If, however, instruction of the highest order (the University taking up education where the colleges leave it) is only to be obtained at Lahore, these men being by far the best raw material to be found in Hindustan for the required purpose, will be entirely thrown away. They will certainly not consent to complete their education by a residence of from two to five years in Lahore; and as the instruction imparted at the Dehli College will not be of the highest order, they will never achieve even a moderate proficiency in special branches of European knowledge.

This is not an exaggerated statement; inhabitants of Dehli can hardly in any case be induced to leave their native city.

Thus with the men at Dehli and the instruction at Lahore, with, so to speak, the stock in one place and the graft in another, what fruit can be expected, or rather what tree?

Maintenance of a college at Dehli capable of teaching to the highest standard of the University at Lahore.

11. Again, with regard to the proposition for leaving Dehli without the machinery for instruction of highest order, the foundation of a special University for the Punjab would be but a poor compensation to this city for the loss of a college teaching up to the highest standard. At present the college at Dehli, though costing far less per student to Government than any college in the North West Provinces and the Punjab, and though labouring under such disadvantages in regard to its tutorial staff and Government scholarships as have all but extirpated its fellow-sufferer at Lahore, is equal in its results at the examinations of the University of Calcutta to the best of the colleges of Benares, Agra, and Bareli. Moreover, if the Supreme Government should eventually sanction a third professor and an assistant professor, as in those colleges (a boon which has doubtless only been denied from a miscomparison of the statistics of the cost and success of the different colleges), the staff would then be quite competent to educate to the same high standard, which, by the new scheme, would be reserved for the professorial function of the University.

Provision of funds for the University.

12. It appears that a University for the purposes of examination and the conferring of degrees might be established without any material expense to the State, at all events at the outset; provided always the North West Provinces and the Punjab joined together for its establishment. It is moreover probable that the Supreme and Home Governments would not sanction *two* new Universities, though the fact that one would be self-supporting might influence

influence their decision considerably. But even in the event of the establishment of one University for the North West Provinces, and a second for the Punjab, it would for the above stated reasons be far more advantageous to expend the subscribed fund in improving the Educational Institutions of Lahore; in awarding prizes for the production of vernacular literature; and in the foundation of Scholarships and Fellowships, either *close* for the students of that college, or *open* for those of the whole of the Punjab.

13. To sum up the views of the Society in a few words: Summary.

The establishment of a University for the Punjab is most desirable, and, *as far as its function as an examining body is concerned*, it does not seem to be very material whether it be established at Lahore or at Dehli; the former is more central for the Punjab alone, the latter for the North West Provinces and the Punjab taken together; only this must be remembered, that a University at Dehli could immediately exercise its examining and literary functions for the Punjab and North-West Provinces conjoined, and might possibly at no very remote period exercise also a teaching (professional) function; whereas neither of these two latter objects would be attained at Lahore.

In the event of the selection of Lahore:

(1.) The literary function of the University should be abandoned, and a Literary or Translation Committee distinct from the University should be created; such portion of the subscribed fund being devoted to the purpose as shall seem fit to his Honor the Lieutenant Governor of the Punjab.

(2.) The teaching function of the University shall also be abandoned, the funds being generally appropriated to improve the existing Educational Institutions at Lahore, and to found new. Whatever subscriptions shall be collected in Dehli and the vicinity, and such other part of the fund elsewhere subscribed, as shall seem fit to his Honor the Lieutenant Governor, should be applied to improve the College and Educational Department of that city, and of such other populous cities of the Punjab as his Honor the Lieutenant Governor shall think fit.

14. Lastly, the Supreme Government should be urgently solicited to place the Colleges and zila schools of the Punjab on the same footing as those of the North West Provinces and Bengal. The colleges and zila schools in the Punjab should be placed on the same footing as those of the North West Provinces and Bengal.

I have, &c.

Dehli, 26 March 1868. (signed) *Pujare Lal*,
Secretary of the Dehli Society.

EXTRACT from the SPEECH of Mr. *Seton-Karr*, Vice Chancellor of the Calcutta University, dated 27 February 1868.

"ANOTHER event of importance in the annals of the University for this year, was the receipt of a letter from a member of the Senate who takes a warm interest in native education. That letter contained two proposals. One proposal was to the effect that this University should have power to grant honorary degrees for Oriental scholarship to deserving candidates; the Syndicate found that a similar proposal had been received from the late Bishop Cotton about five years ago, and looking to the comparatively short time which a space of five years is in the history of the University, the Syndicate did not consider it advisable to entertain that proposition. They also thought that the time was hardly come when a purely honorary degree, granted by such a young institution as this University, would be highly appreciated in India. The second proposal was to the effect that this University should be permitted to affiliate colleges and institutions in which true science, true history, and true metaphysics were taught through the medium of Oriental tongues. But this proposal the Syndicate did not think fit to accede to, though it was backed by much reason and earnestness on the part of the proposer. There is, however, much in the proposal which has my sympathy and concurrence; but I think that the object of the writer may perhaps be attainable by other means. In truth it appears to me that the present number of candidates is so vast, the area of our affiliated institutions is so extensive, and the success of this University is so decided, that I think the time is coming, if, indeed it has not actually arrived, when the question of a fourth University to be established in some of the fair cities of Upper India, must be fairly taken in hand, and fairly looked in the face. (Applause). At such an University it would be more possible to call into existence, and to affiliate when in existence, colleges in which true science and true metaphysics might perhaps be taught through the medium of Oriental tongues. It would there be more easy to foster them than it would be in the case of an University where a high value is obviously set on great attainments in English. Other questions, some political, some social, and some, perhaps, even financial, would have to be considered in the establishment of such an institution. But when I remember, as I have reason to do, that the establishment of a fourth University

actually formed part of the original draft of the great Despatch on education sent out by Lord Halifax in 1854, I can have no doubt that, looking at it in whichever point of view we may, the question of the establishment of such a University is, after all, but a question of time."

RESOLUTIONS passed (after discussion) at a General Meting of those interested in the promotion of the objects of the University, held at the Lawrence Hall on 12th March 1868.

PRESENT:

The Honourable Sir Donald McLeod, K.C.S.I., C.B.
Lieutenant Colonel H. W. H. Coxe, Commissioner Lahore Division.
Rájá Hurbans Singh.
C. U. Aitchison, Esq., C.S.
Nawáb Nawázish Alí Khán.
T. H. Thornton, Esq., Secretary to Government Punjab.
Diwán Baijnáth.
Captain H. W. R. Holroyd, Director Public Instruction.
Ghúlam Mahbúb Subháni.
Doctor G. W. Leitner, Principal Lahore College.
Diwán Ratan Chand.
Doctor *A. Neil.*
Bhais Charanjít Singh, Kesra Singh, and Mihán Singh.
Lieutenant R. P. Nisbet.
Rai Múl Singh.
Reverend G. Clarke.
Pundit Rádhá Kishan.
Lepel Griffin, Esq., C.S.
Babú Nobin Chandar.
G. Ryall, Esq.
Faqír Shamsuddín.
Colonel Núruddín.
Faqír Jamáluddín.
Hafízuddín.
Shekh Sande Khán, &c.

The Vakíls of their Highnesses the Mahárája of Patiálá, Nawáb of Bháwalpore, Rájas of Jheend, Nábhá, and Faridkot.

The Vakíl of his Highness the Mahárája of Jummoo, absent from sickness, but represented by the Vakíl of Faridkot.

RESOLUTIONS.

(1.) That a University should be proposed exclusively for the Punjab.

(2.) That it should be at Lahore.

(3.) That it should be a teaching body as well as an examining body.

(4.) That the Governing Body consist of—

1. Chancellor (the Lieut. Governor).
2. Vice Chancellor.
3. A Council of Senate composed of—
   - (i.) Members appointed by the Chancellor on the ground of being large benefactors.
   - (ii.) Original promoters of the University.
   - (iii.) A certain number of *ex-officio* members.
   - (iv.) Graduates of and above the degree of M.A., subject to the veto of the Chancellor.
   - (v.) Representatives appointed by independent chiefs who have subscribed, or may liberally subscribe, to the movement.

(5.) That the University take up the teaching of the students from the point at which the Government Colleges leave off.

(6.) That the instruction in the University be on the professorial system.

RESOLUTIONS passed at a General Meeting held at the Lawrence Hall on the 23rd March 1868.

(1.) That education be conveyed, as far as possible, through the medium of the vernacular.

(2.) That while the highest honours of the University be reserved for those who attain the highest form of education, which it is admitted can only at present be attained by those possessing a thorough knowledge of English, the University shall also recognise and honour literary merit and learning, in the case of those unacquainted with the English language.

SUMMARY of RESOLUTIONS passed (after discussion) at a Meeting held at the Lawrence Hall, on the 25th May 1868.

PRESENT:

The Honourable Sir Donald F. McLeod, C.B., K.C.S.I., Lieutenant Governor, Presiding.

Rája Harbans Singh.
Nawáb Nawázish Ali Khán.
Diwán Adjudhia Prashád.
Shekh Gulám Subháni.
Bhai Nandgopál.
Bhai Kesra Singh.
Bhai Mihan Singh.
Ahmad Ali Khán, Multáni.
Nawáb Abdul Majíd Khan.
Sardár Jamal Singh.
Koer Dewa Singh.
Diwán Baijnáth.
Diwán Rattan Chund.
Faqír Shamsuddín.
Diwán Shankarnath.
Pundit Rádha Krishn.
Rai Mul Singh.
Pundit Deodátt Prasád.
Misr Sheodás.
Jahángír Khán, Multáni.
Qásim Ali Khán.
Ahmad Yár Khán.
Colonel Núruddín.
Fagír Merájuddín.
Mota Singh, Sardár Bahádúr.
Misr Rámdás.
Faqír Kamruddín.
Faqír Hafízuddín.
Bakhshi Kanhyalál.
Koer Bakhshish Singh.
Koer Narayan Singh.
Syad Raza Sháh.
Shekh Sandhe Khán.
Maddi Mul.
Harjus Rai.
Phaggú Mul.
Munshi Muhammad Azím.
Duni Chand, Vaqíl.
Shekh Nasiruddín.
Munshi Harsukh Rai.
Syad Amád Ali Sháh.
Pundit Munphul.
Mahammad Barkat Ali Khán, Tahsíldár.
Bábu Nobinchandra Rai.
The Vakils of—
The Mahárája of Kashmír.
The Nawáb of Baháwalpore.
The Raja of Faridkot.
R. E. Egerton, Esq., Financial Commissioner.
Lieutenant Colonel H. W. H. Coxe, Commissioner of Lahore.
T. H. Thornton, Esq., Secretary to Government.
Lieutenant Colonel G. Hutchinson.
Doctor G. W. Leitner.
Doctor J. L. Stewart.
Doctor A. C. C. DeRenzy.
G. J. Ryall, Esq.
Captain A. S. Heyland.

A draft letter by the Secretary to Government Punjab, proposing the establishment of a University at Lahore, in terms based on the resolutions of previous meetings, having been laid before the meeting—

The letter was approved of, subject to the following amendments :—

1. That, inasmach as the funds at the disposal of the University would not at present suffice to defray the cost of a collegiate department, power should be given to the governing body of the University to expend funds in increasing the resources of the existing Government colleges, provided the system of those colleges was modified so as to harmonise with the principles of the University, and that a clause to that effect be inserted in the latter.

2. That a clause should be inserted giving the Chancellor power to nominate as members of the governing body persons "distinguished for attainments in literature and science."

3. That a clause be added making "original treatises in Oriental tongues on subjects of importance" eligible for rewards.

4. That a clause be added directing that provision be made for "duly recognising and honouring proficiency in English, though uncombined with proficiency in Arabic or Sanskrit."

STATEMENT of CONTRIBUTIONS in Donations and Annual Subscriptions, promised and received on account of the LAHORE UNIVERSITY.

Lahore, 27 *May* 1868.

No.	NAMES OF DONORS AND SUBSCRIBERS.	Promised.		Paid up.				Still Due.		REMARKS.
		Donation.	Annual Subscription.	Subscription. For 1865–66.	Subscription. For 1866–67.	Subscription. TOTAL.	Donation.	Donation.	Annual Subscription.	
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.
		Rs.	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	
1	Sir J. L. M. Lawrence, G. C. B., Viceroy and G. G. of India	–	2,000	2,000	2,000	4,000	–	–	–	
2	Sir D. F. McLeod, C. B., K. C. S. I., Lieutenant Governor, Punjab	–	1,000	1,000	–	1,000	–	–	1,000	
3	Mahárája Ranbír Singh, K. S. I., Ruler of Jammú and Kashmír	62,500	2,000	Subscription compounded by the Donation of *Rs.* 62,500.			62,500	–	–	Nos. 3 and 4.—These sums aggregating *Rs.* 72,500, have been made over to the Punjab Government to be expended as it sees fit for the purpose of promoting the study of Oriental languages.
4	Rájá Randhír Singh, K. S. I. of Kapúrthalá	10,000	2,000	2,000	–	2,000	10,000	–	Subscription compounded by the Donation of 10,000 rupees.	
5	Mahárájá Nirandar Singh of Patiala	50,000	–	–	–	–	–	50,000	–	Nos. 5, 6, 7, and 8.—These sums aggregating *Rs.* 75,000 will be invested in Government Securities in the names of these Chiefs, who will assign the interest to the governing body of the Lahore University, on the understanding that the general scheme of the University as set forth in the correspondence be adhered to.
6	Rájá Raghbír Singh of Jheend	11,000	–	–	–	–	–	11,000	–	
7	Rájá Bhagwán Singh of Nábhá	11,000	–	–	–		–	11,000	–	
8	Sardá Lahná Singh of Kalsia, C. S. I.	3,000	–	–	–	–	–	3,000	–	
9	Rájá Bijae Sain of Mandi	2,000	1,000	–	–	–	2,000	–	1,000	Due from 1866–67 commencing 1st November.
10	Nawáb Síkandar Ali Khán of Malerkotlá	500	400	–	400	400	500	–	–	
11	Rájá Wazír Singh of Faridkot	1,000	–	–	–	–	1,000	–	–	
12	Rájá of Biláspur	500	–	–	–	–	500	–	–	
13	C. U. Aitchison, Esq.	500	–	–	–	–	500	–	–	
14	T. H. Thornton, Esq., D. C. L.	500	–	–	–	–	–	500	–	
15	Colonel R. Maclagan	500	–	–	–	–	–	500	–	
16	A. A. Roberts, Esq. C. S.	500	–	–	–	–	–	500	–	
17	Colonel Farrington	200	–	–	–	–	200	–	–	
18	Dr. G. W. Leitner, M. A.	600	–	–	–	–	600	–	–	
19	B. Powell, Esq.	–	120	–	–	–	–	–	120	
20	Lepel Griffin, Esq.	–	120	–	–	–	–	–	120	
21	C. Pearson, Esq.	100	–	–	–	–	100	–	–	
22	F. H. Cooper, Esq. C. S.	750	–	–	–	–	–	750	–	
23	Rájá Sir Man Singh, K. S. I., of Oude	2,000	–	–	–	–	–	2,000	–	
24	Rájá Harbuns Singh, Lahore	1,100	500	–	500	500	1,000	100	–	
25	Municipal Fund, Armitsur	1,000	500	–	–	–	–	1,000	500	
26	Nawáb Nawázish Ali Khán, Kizilbásh, Lahore	500	150	–	*300	300	300	200	–	*150 for 1866–67. 150 for 1867–68 in advance.
	Carried forward *Rs.*	1,59,750	9,790	5,000	3,200	8,200	79,200	80,550	2,740	

STATEMENT of Contributions in Donations and Annual Subscriptions, promised and received, &c.—*continued.*

No.	NAMES OF DONORS AND SUBSCRIBERS.	Promised.		Paid up.				Still Due.		REMARKS.
		Donation.	Annual Subscription.	Subscription. For 1865-66.	Subscription. For 1866-67.	Subscription. Total.	Donation.	Donation.	Annual Subscription.	
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
	Brought forward - - -	159,750	9,790	5,000	3,200	8,200	79,200	80,550	2,740	
27	Rájá Digbije Singh of Oude - -	500	–	–	–	–	–	500	–	
28	Sardar Shamser Singh, Sandáwáliá -	250	125	–	–	–	250	–	125	Due from 1866-67.
29	Rájá Sir Sahibdial, K.S.I. - -	–	50	–	–	–	–	–	50	- ditto.
30	Sardár Lál Singh, Kaleanwala -	225	112	–	112	112	225	–	–	
31	Sardár Bhagwán Singh, Amritsur -	200	100	–	–	–	–	200	100	
32	Diwán Ajudhia Parsad, Lahore -	210	105	–	75	75	210	–	30*	* For 1866-67.
33	Nawab Saádat Ali Khan of Dajana -	150	–	–	–	–	150	–	–	
34	Bandit Manphúl - - - - -	400	–	–	–	–	150	250	–	
35	Agha Kalb Abid, Amritsur - -	200	50	–	–	–	–	200	50	
36	Shekh Ghulám Mahbúb Sabhani, Lahore - - - - - -	168	60	–	–	–	168	–	60	Due from 1866-67.
37	Ráe Múl Singh, - Lahore - -	150	50	–	100*	100	150	–	–	*50 for 1866-67. 50 for 1867-68 in advance.
38	Diwán Ratan Chand, ditto - -	140	60	–	–	–	140	–	60*	*From 1866-67.
39	Ráe Hardial, - Amritsur - -	125	20	–	–	–	125	–	20	- ditto.
40	Ráe Duni Chand - ditto - -	125	20	–	–	–	125	–	20	- ditto.
41	Khan Mohamed Shah, ditto - -	125	20	–	–	–	125	–	20	- ditto.
42	Pandit Radhakrishn, Lahore - -	100	24	–	24	24	100	–	–	
43	Sayad Kaim Ali, Gurdaspur - -	100	50	–	–	–	100	–	50	
44	Sayad Faizul Hasan, Extra Assistant Commissioner Jhung - - -	100	50	–	–	–	–	100	50	
45	Muhammad Ali Khan, Lahore -	100	30	–	60*	60	100	–	–	*30 for 1866-67. 30 for 1867-68 in advance.
46	Munshi Harsukh Ráe, ditto - -	100	60	–	60	60	100	–	–	
47	Muhammad Ján, Amritsur - -	100	20	–	–	–	100	–	20	Due from 1866-67.
48	Sardar Diál Singh, Majithia - -	100	–	–	–	–	–	100	–	
49	Muhammad Shah Sadar Bahádar, Lahore - - - - - -	100	–	–	–	–	100	–	–	
50	Bábú Shámá Charn, Lahore - -	100	–	–	–	–	100	–	–	
51	Bhai Charanjít Singh, ditto - -	90	33	–	33	33	90	–	–	
52	Fakir Zuhúruddín, Lahore - -	84	–	–	–	–	84	–	–	
53	Munshi Sohanlál, Extra Assistant Commissioner, Muzaffargarh -	75	25	–	–	–	–	75	25*	*Due from 1866-67.
54	Bhái Nandgopal - - - - -	66	23	–	–	–	66	–	23*	* - ditto.
55	Sardar Gulab Singh, Bhagowalia -	61	12	–	–	–	61	–	12	- ditto.
56	Nawab Abdul Majíd Khan, Lahore -	60	30	–	30	30	60	–	–	
57	Mota Singh, Sardár Bahádar, Lahore - - - - - -	60	20	–	–	–	60	–	20	From 1866-67.
58	Nawab Jaláluddín Khan of Mamdot	50	24	–	24	24	50	–	–	
59	Shahzádá Ali Ahmad, Lahore -	50	–	–	–	–	50	–	–	
60	Fakír Shamsuddín Khan, ditto -	50	24	–	24	24	50	–	–	
61	Bábú Nobin Chandra Roy, ditto -	50	25	–	25	25	50	–	–	
	Carried forward - - - *Rs.*	164,314	11,012	5,000	3,767	8,767	82,339	81,975	3,475	

STATEMENT of Contributions in Donations and Annual Subscriptions promised and received, &c.—*continued.*

No.	NAMES OF DONORS AND SUBSCRIBERS.	Promised.		Paid up.				Still Due.		REMARKS.
		Donation.	Annual Subscription.	Subscription.			Donation.	Donation.	Annual Subscription.	
				For 1865-66.	For 1866-67.	TOTAL.				
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.
		Rs.	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	
	Brought forward - - -	1,64,314	11,012	5,000	3,767	8,767	82,339	81,975	3,475	
62	Darbár Sahib, Amritsar - -	51	12	–	–	–	51	–	12	Due from 1866-67.
63	Akál Bungá, - ditto - -	51	25	–	–	–	51	–	25	- ditto.
64	Sardár Mangal Singh, Rámgarhia, Amritsar - - - - - -	50	50	–	–	–	50	–	50	- ditto.
65	Dewá Singh, Sardár Bahádar, Amritsar - - - - - -	50	50	–	–	–	50	–	50	- ditto.
66	Díwán Amar Náth, - Lahore -	50	25	–	25	25	50	–	–	
67	Díwán Shankar Náth, ditto - -	50	24	–	18	18	50	–	6	For 1866-67.
68	Koer Niranjan Náth, - ditto - -	50	24	–	18	18	50	–	6	- ditto.
69	Rái Kanhia Lal, - ditto - -	50	24	24	24	48	50	–	–	
70	Sayad Razá Sháh, - ditto - -	51	15	–	15	15	51	–	–	
71	Rái Misr Gian Chand, Amritsar -	50	12	–	–	–	50	–	12	From 1866-67.
72	Lala Sítá Rám, - ditto -	51	12	–	–	–	50	–	12	- ditto.
73	Koer Dewá Singh, Lahore - -	50	12	–	–	–	–	50	12	- ditto.
74	Lala Amír Chand, Amritsar - -	50	15	–	–	–	50	–	15	- ditto.
75	Mathrá Dáss, late Commandant, Amritsar - - - - - -	50	12	–	–	–	50	–	12	- ditto.
76	Lala Duryana Mal, Amritsar - -	51	6	–	–	–	51	–	6	- ditto.
77	Rái Bábú Mohan Lál, ditto - -	51	–	–	–	–	51	–	–	
78	Munshi Jaishi Rám, Lahore - -	50	–	–	–	–	50	–	–	
79	Lala Gágar Mal, - Amritsar -	51	–	–	–	–	51	–	–	
80	Bháí Parduman Singh, ditto - -	50	–	–	–	–	–	50	–	
81	Mahant Bramhbuta, - ditto - -	50	–	–	–	–	50	–	–	
82	Sardár Jhandá Singh, Butália, Gujranwala - - - - - -	50	–	–	–	–	50	–	–	
83	Sardar Sarúp Singh, Malwar, Lahore	50	–	–	–	–	50	–	–	
84	Bháí Kalian Singh, Amritsar - -	50	–	–	–	–	50	–	–	
85	Lala Panná Lal, - ditto - -	51	–	–	–	–	51	–	–	
86	Misr Sheodas, Lahore - - -	45	–	–	–	–	45	–	–	
87	Sardar Jassá Singh, Amritsar -	41	–	–	–	–	–	41	–	
88	Sardar Harcharn Dass, ditto - -	40	20	–	–	–	–	40	20	Due from 1866-67.
89	Shekh Ghulám Hasan, ditto - -	31	20	–	–	–	31	–	20	- ditto.
90	Fakír Jamáluddin, - Lahore -	30	10	–	10	10	30	–	–	
91	Koer Bakhshish Singh, - ditto -	36	18	–	–	–	–	36	18	- ditto.
92	Shekh Firozuddin, - - ditto -	31	–	–	–	–	31	–	–	
93	Bhai Kesra Singh, - - ditto -	30	15	–	15	15	30	–	–	
94	Ahmad Yar Khan, Multani, ditto -	28	–	–	–	–	28	–	–	
95	Sardar Jaimal Singh, Khunda - -	–	25	–	–	–	–	–	25	Due from 1866-67.
96	Sardar Fateh Singh, Theraparia -	25	–	–	–	–	–	25	–	
97	Doctor Rahim Khan, - Lahore -	25	–	–	–	–	25	–	–	
98	Munshi Muhammad Azim, - ditto -	25	–	–	–	–	25	–	–	
	Carried forward - - - *Rs.*	1,65,909	11,438	5,024	3,892	8,916	83,692	82,217	3,776	

STATEMENT of Contributions in Donations and Annual Subscriptions promised and received—*continued.*

No.	NAMES OF DONORS AND SUBSCRIBERS.	Promised.		Paid up.				Still Due.		REMARKS.
		Donation.	Annual Subscription.	Subscription.			Donation.	Donation.	Annual Subscription.	
				For 1865-66.	For 1866-67.	TOTAL.				
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.
		Rs.	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	
	Brought forward - - -	1,65,909	11,438	5,024	3,892	8,916	83,692	82,217	3,776	
99	Rai Juwahir Mal, Amritsar - -	25	10	–	–	–	25	–	10	From 1866-67.
100	Munshi Gopalsahae, Lahore - -	25	–	–	–	–	25	–	–	
101	Bhaí Gurdatt Singh, Gulri, Amritsur	25	–	–	–	–	25	–	–	
102	Baba Sadho Singh, Amritsar - -	24	12	–	–	–	–	24	12	
103	Moulvi Alamdar Husáin, Lahore -	–	24	–	48	48	–	–	–	24 for 1866-67. 24 for 1867-68 in advance
104	Colonel Badri Nath - ditto -	–	21	–	21	21	–	–	–	
105	Lala Buddha Mal, Amritsar - -	21	–	–	–	–	21	–	–	
106	Uttam Singh, Lahore - - -	21	–	–	–	–	21	–	–	
107	Ahmad Ali Khan, Multani, Lahore -	20	–	–	–	–	20	–	–	
108	Phaggú Mal - - - ditto -	20	–	–	–	–	–	20	–	
109	Pandit Deodatt Prasad - ditto -	20	12	–	12	12	20	–	–	
110	Shekh Sandhe Khan - ditto -	20	–	–	–	–	20	–	–	
111	Bakhshi Kanhia Lal - - ditto -	20	–	–	–	–	20	–	–	
112	Bhaí Mihán Singh - - ditto -	20	10	–	–	–	20	–	10	From 1866-67.
113	Baba Atal, Amritsar - - -	20	–	–	–	–	20	–	–	
114	Lala Maddi Shah, Lahore - -	20	–	–	–	–	20	–	–	
115	Lala Mela Ram - ditto - -	20	–	–	–	–	20	–	–	
116	Colonel Núrúddín ditto - -	20	10	–	10	10	20	–	–	
117	Narayan Singh Jammu, Amritsar -	20	5	–	–	–	20	–	5	- ditto.
118	Lala Harjas Rai, Lahore - -	20	–	–	–	–	20	–	–	
119	Lala Sadasukh, Amritsar - -	20	–	–	–	–	20	–	–	
120	Lala Sheonath - ditto - -	20	–	–	–	–	–	20	–	
121	Sardar Sahib Singh, ditto - -	20	–	–	–	–	20	–	–	
122	Kasim Ali Khan Multani, Lahore -	15	–	–	–	–	15	–	–	
123	Meun Lasju - Amritsar - -	15	4	–	–	–	15	–	4	- ditto.
124	Ahdjú - - - ditto - -	15	–	–	–	–	10	5	–	
125	Bhái Harí Singh - ditto - -	15	–	–	–	–	–	15	–	
126	Gangá Bishan - ditto - -	15	–	–	–	–	15	–	–	
127	Fakír Hafizuddin - - Lahore -	14	7	–	7	7	14	–	–	
128	Shamsher Singh of Márí ditto -	14	7	–	–	–	14	–	7	- ditto.
129	Fakír Kamruddín - - ditto -	14	7	–	7	7	14	–	–	
130	Colonel Sikandar Khan - ditto -	11	–	–	–	–	11	–	–	
131	Koer Narain Singh - - ditto -	11	–	–	–	–	11	–	–	
132	Bhái Bhagat Singh, Amritsar - -	11	–	–	–	–	11	–	–	
133	Jawahir Singh - - ditto - -	11	–	–	–	–	11	–	–	
134	Bhai Dewa Singh - ditto - -	11	–	–	–	–	11	–	–	
135	Fakír Amán Ali Sháh, Lahore -	10	5	–	–	–	–	10	5	- ditto.
136	Duní Chand - - ditto -	10	–	–	–	–	10	–	–	
137	Lala Dittu Shah - ditto -	10	–	–	–	–	10	–	–	
	Carried forward - - - *Rs.*	1,66,552	11,572	5,024	3,997	9,021	84,241	82,311	3,829	

STATEMENT of Contributions in Donations and Annual Subscriptions promised and received, &c.—*continued.*

No.	NAMES OF DONORS AND SUBSCRIBERS.	Promised		Paid up.				Still Due.		REMARKS.
		Donation.	Annual Subscription.	Subscription. For 1865-66.	Subscription. For 1866-67.	Subscription. TOTAL.	Donation.	Donation.	Annual Subscription.	
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.
		Rs.	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	
	Brought forward - - -	1,66,552	11,572	5,024	3,997	9,021	84,241	82,311	3,829	
138	Lala Hazári Mal, Lahore - -	10	–	–	–	–	10	–	–	
139	Lala Chain Rai, Amritsar - -	10	–	–	–	–	10	–	–	
140	Koer Thákar Singh, Lahore - -	7	–	–	–	–	7	–	–	
141	Fakir Merajuddin - ditto - -	7	–	–	–	–	7	–	–	
142	Jahangír Khan Multaní, Lahore -	7	–	–	–	–	7	–	–	
143	Lala Báshí Mal - - ditto -	5	–	–	–	–	5	–	–	
144	Munshí Umardín - - ditto -	5	–	–	–	–	5	–	–	
145	Díwán Bishan Singh - ditto -	4	–	–	–	–	4	–	–	
146	Subscriptions from the Ludhiana District - - - - - -	–	1,701	–	1,701	1,701	–	–	–	Detail not given; money received from the Deputy Commissioners of these Districts.
147	Subscriptions from the Gurdaspur District - - - - - -	3,128	418	–	418	418	3,128	–	–	
148	Donations from the Rawalpindi District - - - - - -	229	–	–	–	–	229	–	–	
	TOTAL - - *Rs.*	1,69,964	13,691	5,024	6,116	11,141	87,653	82,311	3,829	

ABSTRACT.

	Rs.
Amount of Donations and Subscriptions already received - - -	98,794
Deduct—	
Amount expended by the original committee formed for promoting the objects of the University - - - - - - - - - -	12,589
Balance available for investment - - - - - - - - -	86,205
Further donations promised - - - - - - - - - -	82,311
Total for investment - - - *Rs.*	1,68,516
Annual subscriptions promised - - - - - - - - *Rs.*	13,691

(Home Department.—Education.—No. 558.)

From *E. C. Bayley*, Esq., Secretary to the Government of India, to the Secretary to the Government of Punjab.

Sir, Simla, 19 September 1868.

I AM directed to acknowledge the receipt of your letter, No. 235, dated the 27th May last, with its enclosures, relative to a proposal for the establishment of a University at Lahore.

2. It is stated that the educational officers in the Punjab are of opinion that the system of the Calcutta University is not adapted to the requirements of the Punjab, because it does not attach sufficient importance to the vernaculars, but regards English too exclusively as the channel through which higher instruction should be conveyed. This view is alleged to be unpalatable to the educated classes of the Punjab, and a strong desire is said to exist that there should be a separate University for the Punjab and its dependencies, constituted on principles more in harmony with the wishes of the people.

3. With this view a sum of 98,794 rupees appears to have been already collected towards the formation of an endowment fund, and donations to the amount of 82,311 rupees to have been promised. It is also expected that annual subscriptions, amounting to 13,691 rupees, will be forthcoming. In fact, the Lieutenant Governor feels assured that, should a University be established at Lahore, it will have an income from private sources of about 21,000 rupees a year, derivable from subscriptions and interest on invested capital. His Honor, therefore, solicits that an equivalent grant-in-aid may be allowed from the Imperial revenues, and that the institution may be assisted with grants of available waste lands.

4. The special objects of the proposed University are to afford encouragement to the enlightened study of Oriental languages and literature, the improvement and extension of the vernacular literature of the Punjab, and the diffusion of western knowledge through the medium of the vernaculars. And the principal measures proposed for the attainment of these objects are the following:—

The establishment of fellowships and scholarships, tenable by persons undertaking to devote themselves to the pursuit of literature and science.

The bestowal of rewards for good vernacular translations and compilations from European standard works, for original treatises in Oriental languages on subjects of importance, and for works or compositions distinguished by excellence of style.

The establishment of a collegiate department in connection with the University, or the grant of pecuniary assistance to other colleges conducted on a system conformable with the principles of the University.

5. As regards the conferment of degrees, it is proposed to make a thorough acquaintance with the vernacular an indispensable condition for obtaining any degree, fellowship, or other honour. Provision is at the same time to be made for duly recognising and honouring proficiency in English unaccompanied by a knowledge of the Oriental languages.

6. His Excellency the Governor General in Council is of opinion that the general principles on which these proposals are based are sound. The Government ought to aim at giving to the people of India education in science and in all branches of true knowledge through the medium of their own vernacular languages; and as the best means of improving those languages, and for other weighty reasons, the Government ought to afford every practicable encouragement to the study of the classical languages of the east. Indeed, it seems to his Excellency in Council impossible to suppose that the people of this country can ever be educated except through the medium of their own languages.

7. The system of the Calcutta University is in some degree founded on the assumption that true knowledge, in its higher branches, can only be imparted to the people of India through the English language, and that the only literature that has any real value is that of Europe. But both these assumptions are open to question. The present difficulty of conveying scientific truth through the vernacular languages of India is indisputable, but there is no reason to doubt that this difficulty may be gradually overcome. In Bengal, so far as the power of the language to express scientific ideas with precision is concerned, this difficulty has been to a great extent overcome already. Within the last 30 years the Bengallee language has undergone such a process of improvement and expansion that, in the opinion of those best able to pronounce a correct judgment in the matter, it can now without difficulty be made the instrument of conveying knowledge, and the vehicle of accurate thought and abstract ideas.

8. For these reasons the Governor General in Council thinks that the present movement in the Punjab is one which deserves the sympathy and the substantial help of the Government of India. It remains, however, to be considered whether the establishment of a University at Lahore is exactly what is wanted to meet the wishes of the people, and to satisfy the actual requirements of the Province.

9. It is evident, from the papers submitted with your letter, that the establishment of a University as an examining body in the first instance has been proposed on the grounds of

economy alone; and, if the primary object of the proposal be to establish a teaching body, the Governor General in Council is prepared to comply with the application made by the Punjab Government. Such a body would be called, according to the nomenclature commonly adopted in England and in India, a college and not a University. There seems to be in the Punjab an almost inexhaustible supply of material which requires to be taught, but at present a very small supply of material requiring to be examined; while, therefore, his Excellency in Council admits the propriety of establishing a teaching institution at Lahore, he is inclined to think that there is nothing in the circumstances of the province to justify the establishment of a University simply for the examination of students.

10. There are only two Government colleges in the Punjab, those of Lahore and Delhi; and, judging from the last report, they contain only 31 students. The number of candidates for the first arts examination at the Session of 1866–67 was 17, and the number that passed was only four. There is nothing in this disparaging to the Punjab colleges. They have made as good progress, considering the short time they have been in existence, as similar institutions elsewhere. Still, the fact seems clear that education in its higher branches has as yet made comparatively little progress in that province; and his Excellency in Council considers that, under such circumstances, it is premature to think of establishing a University at Lahore.

11. Besides, the scheme under consideration amounts to a proposal that the Punjab Educational Department shall be allowed to test the success of its own labours, instead of having it tested by an external body. His Excellency in Council thinks such an arrangement to be very objectionable. It is essential that the results arrived at in the Punjab colleges should be tested by an external body, and that the Lahore teachers should not become judges in their own cause. If it were possible to establish at Lahore an examining body, not only for the Punjab, but for the numerous colleges and superior schools in the North Western Provinces, Oudh, and the Central Provinces, these objections would be less serious. But there are many obvious obstacles towards the adoption of such a course.

12. It is much to be regretted that the subscribers who have furnished the funds have for the most part stipulated that they should be applied to a purely Punjab University; for there is no part of India in which a University, conducted on principles similar to those on which the present proposal is based, would have so good a prospect of success as in the North Western Provinces. It will be seen from the enclosed copy of a correspondence between the Government of India and the Allyghur Society, that a movement very similar, if not identical, in all essential respects to this movement in the Punjab, has been going on also in the North Western Provinces. It has been entirely spontaneous, and in no way encouraged by official action.

From British Indian Association, North Western Provinces, dated 1st August 1867.
To British Indian Association, North Western Provinces, No. 4217, dated 5th Sept. 1867.
From British Indian Association, North Western Provinces, dated 12th October 1867.
To British Indian Association, North Western Provinces, No. 784, dated 29th Nov. 1867.

13. His Excellency the Governor General in Council believes that the demand for a University in Northern India must before long be admitted. It is no doubt possible that, notwithstanding the late refusal of the Calcutta University to alter its system of examination to suit the requirements of the Upper Provinces, it might reconsider its determination if asked to do so by the Government. But it seems inexpedient to persuade the Calcutta University by official influence to depart from a system which it believes to be right, and which, it cannot be denied, has been followed, in regard to Bengal at least, with signal success.

14. Under these circumstances it would probably be a better plan to establish a new University for the whole of Northern India, including the North Western Provinces, the Punjab, Oudh, and the Oordoo and Hindee speaking districts of the Central Provinces. No doubt the objections above specified to an examining University at Lahore will apply to some extent to the present proposition. The means of finding a thoroughly competent body of independent examiners will be great. But this difficulty is one which it is reasonable to believe will go on constantly diminishing, and will in course of time be entirely surmounted.

15. As regards the pecuniary aid which is applied for in your letter under acknowledgment, his Excellency in Council is quite willing to sanction a grant-in-aid, equivalent to the annual income of 21,000 rupees expected from private sources, but with this condition, that instead of expending the funds in establishing a University or examining body, they shall be expended on the extension and improvement of the existing Lahore Government college, on the principles advocated by the Punjab Government. The addition of 42,000 rupees a year to the sum now allowed to that college would be sufficient to make it one of the most important educational institutions in India, and it would give to the Punjab Government the means of carrying out its views as fully, indeed more fully, than it could do, if the proposals were sanctioned in their present form. His Excellency is unwilling to make any grant of waste lands as proposed in your letter under reply.

16. I am at the same time directed to inform the Lieutenant Governor that the Government of India will be ready to sanction the establishment of a new University for the whole of Northern India, in accordance with the principles now advocated, and to request that his Honor will place himself in communication with the Lieutenant Governor of the North Western Provinces, and will endeavour to mature a plan which shall meet the wants of both provinces.

provinces. Sir Donald Macleod and Sir William Muir have both long taken special interest in such questions as this, and there are no men in India more thoroughly qualified to form a correct opinion as to the details of the measures that should be adopted.

17. The Governor General in Council concurs in his Honor's acknowledgments for the munificent donations given by the chiefs, nobles, and other influential native gentlemen towards the improvement of the educational system in the Punjab, and in his commendation of the services rendered by the several officers of Government in promoting the movement.

I have, &c.
(signed) *E. C. Bayley,*
Secretary to the Government of India.

(No. 559.)

COPY of the correspondence forwarded to the Government of the North Western Provinces.

(signed) *E. C. Bayley,*
Secretary to the Government of India.

(General Department.—No. 486.)

From *T. H. Thornton*, Esq., Secretary to Government, Punjab, and its Dependencies, to *E. C. Bayley*, Esq., Secretary to Government of India, Home Department.

Sir, Lahore, 12 November 1868.

I HAVE received and laid before the Honourable the Lieutenant Governor your Despatch, No. 558, dated 19th September, communicating the reply of the Supreme Government to the proposals submitted in my letter, No. 235, of 19th May, for the establishment of a University at Lahore.

2. His Honor is gratified to learn that his Excellency the Viceroy in Council is pleased to approve of the general principles upon which the above proposals are based, and that his Excellency regards the present movement in the Punjab, in the matter of education, as deserving of sympathy and substantial help; and his Honor desires me to express, on behalf of himself and many others interested in this important subject, his cordial thanks for the liberal offer of the Supreme Government to contribute a grant-in-aid, equal to the annual income of 21,000 rupees, expected to be raised from private sources, towards the extension and improvement of the existing Lahore Government College, on the principles advocated by this Government.

3. But his Honor will not conceal from the Supreme Government, that in withholding its sanction to what was in fact the substantive proposal of this Government, viz., the establishment of a University at Lahore, with power to confer degrees after examination, and thus regulate the educational system of the province, it has seriously impaired the value of the liberal concessions made; indeed, his Honor fears that the refusal of a University will, if insisted upon, practically bring to an end the educational movement which has sprung up amongst the leading members of the aristocracy and gentry of the Punjab.

4. The basis on which this movement has been founded, his Honor desires me to state is the desire on their part to be allowed some really effective share in directing the progress of education, and in regulating the constitution and aims of educational institutions in this province, with a view to impart to them a more national and popular character than they consider the existing institutions, as a rule, to possess.

5. By far the greater part of the subscriptions and donations collected with a view to the attainment of this end, have been derived from the native chiefs having political relations with this Government; and it is certain that, if matters take a course which they approve, further assistance may be looked for from them when urgently called for. With the exception, however, of the Maharaja of Jammú, the Raja of Kapúrthalla, and a few smaller contributors, these have declined to make over the principal of the sums contributed by them; but have promised to invest them as a separate fund, the interest of which is to be made over, at their discretion, for the object in view, thus indicating a resolve on their part to retain in their own hands the power of materially influencing the resolutions from time to time adopted. They have evinced, in an unmistakable manner, their disapproval of Dehli as the head quarters of the proposed University; and the universal feeling amongst those who have taken an active interest in the matter is, that the seat of Government of the province, that is Lahore, is the only place where it can be appropriately located.

6. It is true that Dehli, and the districts more especially connected with it, have been hitherto more or less lukewarm in the matter. But this is not to be wondered at. The

movement has been originated, and in a great measure carried on, independently of them; while the antecedents of Dehli as the seat of Imperial dominion, and its advanced position in respect of learning and refinement, as compared with any other portion of the territories under this Government, give it a status and a claim to prominent consideration, which must naturally make it sensitive. Still the latest communications received from its anjuman, or association for the promotion of literature and science, indicate that, recognising the catholic and conciliatory spirit adopted by the leaders of the movement, it has no wish to withdraw; and the Lieutenant Governor has no doubt that, if this course be persevered in and acted on, Dehli will hereafter take that effective, if not foremost, share in the deliberations and proceedings of the University, if ever established, to which it has so good a claim, and which it is so well calculated to fulfil.

7. But whatever may be the feelings entertained in regard to the locality in which the proposed University should be established, the objections felt to its representing other provinces, besides the Punjab, are undoubtedly still stronger, as this would without doubt have the effect practically of debarring the Punjab promoters from that prominent share in working out the scheme, the desire to retain which is their chief actuating motive. His Honor has good reason, too, for believing that this feeling of disinclination to such an arrangement would be fully shared by the promoters in the North Western Provinces; for Sayad Ahmad Khan Bahâdur, principal Sudar Amîn, who has unquestionably taken the lead in this matter, did not hesitate to avow to the Lieutenant Governor, in a personal interview, his unqualified dislike to the Punjab, and all connected with it.

8. This is the more remarkable, his Honor considers, as he is himself, by heritage, an inhabitant of Dehli; but so strong is the above feeling of dislike, that he has virtually abandoned that city as his home. His Honor believes that feeling to be the result, in a great degree, of chagrin, that the great Imperial city, with its glorious memories, its culture, and its wealth, together with its associated territory, should have been subordinated to a province which has heretofore necessarily been regarded, throughout Hindustân, as rude and uncultured; but whatever the cause may be, the feeling will, his Honor thinks, be found more or less general throughout the North Western Provinces and Oudh, and will react unfavourably on the interests of this province, should the proposed association of it with them be carried out. While considering the wealth and advanced progress of those provinces, which so well adapt them for maintaining a University of their own, his Honor feels assured that the association with them of the Punjab would prove a burden and incumbrance rather than the contrary.

9. The question involved then, in the present discussion, appears to his Honor to be practically whether the leading men of the Punjab shall or shall not be allowed a prominent and really effective share, under the general control of Government in regulating the educational efforts of the province; though to those who may view the subject from a purely European point of view, and are deeply imbued with the intellectual training, and accustomed to move in the intellectual atmosphere of the Universities of Great Britain, the matter may naturally present itself in a different light.

10. His Honor is very far from supposing, that a University formed from the materials which are here available, and based on the principles contemplated by its promoters, can at present be expected to attain to anything more than a humble position; and he would by no means desire that the honours it may confer should be placed in competition, or on the same footing with those of the Presidency University. But his Honor believes that the institution, once established, will rapidly advance, if the natural instincts and aspirations of the people of the Punjab be not checked. They are a vigorous race, possessing the germs of great things, and they will attain to great things if encouraged and assisted in an enlightened spirit, in a course which is congenial to them.

11. Had the status to which the Universities of England, Scotland, and Ireland have now attained been required of them when first established, and a highly advanced system imposed on them *ab externo*, or had either of those countries been required to establish a University in common with the others, it may, his Honor thinks, well be doubted whether they would have come into existence at all. These institutions are dear to those countries, because they have been established by themselves in accordance with their own views, and have grown with their growth; and so it will be in India, if the national feelings and energies are allowed scope. His Honor doubts whether there is any department of the administration to which the intelligent co-operation of the people is likely to prove more essentially advantageous, or in which the admission of something of self-government is more appropriate.

12. His Honor ventures, therefore, once more earnestly to solicit that the wishes of the promoters, so far as they have been accepted by this Government, may be acceded to, though their scheme may have defects, with such modification, less fundamental than those involved in the Government resolution, as may be deemed to be absolutely indispensable.

I have, &c.
(signed) *T. H. Thornton,*
Secretary to Government, Punjab.

(Educational Department—No. 511.)

From *T. H. Thornton*, Esq., Secretary to Government, Punjab and its Dependencies, to *E. C. Bailey*, Esq., Secretary to Government of India, Home Department,

Sir, Lahore, 20 November 1868.

In continuation of my letter, No. 486, dated 12th instant, I am desired to forward copy of a letter, No. 242, dated 3rd November 1868, from the Director of Public Instruction, relating to the proposed University at Lahore.

2. In submitting Captain Holroyd's representation, the Honourable the Lieutenant Governor remarks, that one examining body would hardly act for all the Presidencies named, in the manner apparently intended by the Director of Public Instruction, as the curriculum and standard of education and the subjects and principles of examination—in accordance with which a body examining the candidates of any University must act in each case—may materially differ in the several provinces. The Lieutenant Governor, however, entirely concurs in the expediency of examiners being chosen from other provinces, and considers that this should be declared obligatory, whatever may be determined on other points; at all events, until the state of matters in connection with education shall have greatly altered from what it is at present.

3. His Honor cannot, however, agree with the Director in considering, that the difference between forming an examining body of the kind he proposes, and the establishment of a University, is merely nominal, as suggested in his 3rd para., seeing that a perusal of the proposals heretofore submitted show that the examination of candidates is far from being the only object aimed at in the scheme for the proposed institution.

I have, &c.
(signed) *T. H. Thornton*,
Secretary to Government, Punjab.

Copy of a Letter from Captain *W. R. M. Holroyd*, Director of Public Instruction, Punjab, to *T. H. Thornton*, Esq., Secretary to Government, Punjab (No. 242), dated Lahore, 3rd November 1868.

With reference to para. 13 of the Review on my Report on Popular Education for the year 1867-68, I have the honour to state that, from the inquiries I have made on the subject, I feel persuaded that the natives of this province, who have supported the so-called Oriental movement, are likely to be very much discouraged, should it be given out to them that the Supreme Government have refused to sanction a University at Lahore. It is true that the liberal support promised by Government is sufficient to provide adequately for the accomplishment of the objects of the movement, but the fact nevertheless remains, that the natives interested in the matter have fully identified it with the name of University, and that an announcement to the effect that a College is to be maintained, and not a University, will inevitably cause great discontent amongst present subscribers, and prevent the accession of fresh supporters of the movement.

2. An expedient has occurred to me by which the wishes of the Supreme Government may be realised, whilst the danger to which I have adverted will, I think, be fully obviated. Government should be solicited to sanction the establishment of the Punjab University, but to rule at the same time that, as the number of students who will take the degree of B. A. must for some years be necessarily small, the higher examinations, *i. e.*, First Arts,* M. A., &c., shall be conducted under the orders of a committee or council of competent persons partly selected from and by the council of the Lahore University, and nominated partly by the Governments of the North Western Provinces, Oude, and the Central Provinces. This central council would, as regards the Punjab, as well as the North Western Provinces, Oude, and the Central Provinces, exercise exactly the same powers and functions that are now exercised by the Calcutta University; it would, in fact, like the Calcutta University, be the supreme examining body for these provinces, and its constitution might be in all respects exactly the same as it would be if the grant-in-aid institution at Lahore were denominated a College, and not a University.

3. It is undoubtedly true that I am really contending merely for a name; that the natives will care very little by whom and under what arrangements the higher examinations are conducted; and that, if they can be brought to look upon the matter in a proper light, it is quite immaterial whether the institution at Lahore be known as the Lahore College or as the Punjab University. I fear, however, that the natives cannot be persuaded to look upon the matter in its proper light. They have been led to regard the movement as a national movement

* And, if necessary, the examination for matriculation though it might for some reasons be more convenient if this were a local examination.

movement that is to benefit the whole province. Great importance has been attached to the establishment of a University, and they will not believe in our sincerity if we tell them that the national movement can be thoroughly realised by means of a College at Lahore.

(True copy.)

(signed) *E. W. Trotter,*
Assistant Secretary to Government, Punjab.

From *T. H. Thornton*, Esq., Secretary to the Government of Punjab and its Dependencies, to the Secretary to the Government of India, Home Department (No. 51), dated Lahore, 11th February 1869.

WITH reference to previous correspondence on the subject of establishing a University at Lahore, ending with my letter No. 511, dated 20th November 1868, I have the honour to transmit herewith copy of a Minute by the Honourable the Lieutenant Governor.

MINUTE by the Honourable the Lieutenant Governor, dated 10th February 1869.

1. No. 486, dated 12th November 1868.
2. No. 511, dated 20th idem.

SINCE the letters of the Punjab Government to address of Supreme Government, noted in the margin, on the subject of establishing a University at Lahore, were forwarded, I have had an opportunity of discussing the question in person, while in Calcutta, with his Excellency the late Viceroy Sir John Lawrence, Sir W. Muir, Sir Richard Temple, and others whom his Excellency had requested to attend. I found that there was a great unwillingness on the part of some of the members of Government, more especially on that of his Excellency himself, to disappoint the wishes, and run the risk of damping the energies of the people of the Punjab, in connection with this important subject, though all were not able to accede to some of the views urged. I was then informed that a letter had been or would be drafted in reply to the above letters, calling for more explicit information and replies on certain points, as it was considered that the Punjab Government had not adverted, with sufficient categorical completeness, to the several observations made by the Supreme Government in their letter, No. 558, dated 19th September 1868.

2. I am now, however, given to understand, on authority, that there has been some misapprehension on this point, and that before the Supreme Government takes any further steps in the matter, it is desired to afford this Government an opportunity of stating more clearly, with reference to the remarks contained in the letters heretofore addressed to it, the grounds on which it urges a re-consideration of the conclusions therein arrived at. I accordingly proceed to state my views in this memorandum, so far as I am able, in accordance with the above requirement, deeming it most convenient and appropriate to adopt this form, under the peculiar circumstances of the case.

3. In paragraph 9 of the Government letter, it is remarked that "there is nothing in the circumstances of the province to justify the establishment of a University simply for the examination of students," and this I fully admit. It will, however, be found, by a reference to the letter of the Punjab Government, No. 235, dated 27th May 1868, that while a change in the standard and mode of examining is desired, and examination is considered a necessary function of a University, if established, yet this is very far from being the main object for which the establishment of a University has been desired and urged. Nor has it ever been doubted, that efficient measures for carrying out examinations, in accordance with any standard determined on, might be secured, without the creation of the proposed institution.

4. The main objects which the Punjab Government, prompted by the people themselves, has in view are in fact two:—first, to give to the leading and most enlightened portion of the native community a share in directing the educational efforts of the Government, as affording the only means of really popularising our educational system. And, secondly, the creation of a more effective machinery than has heretofore existed for forming a vernacular literature imbued with the knowledge of the west, and creating a series of educational works in literature and science suitable for imparting that knowledge to the rising generation.

5. The first of these objects is one of which I believe the Supreme Government entirely approves, and appreciates its importance. I myself desire to see the non-official native community much more largely associated than they have heretofore been, in most of the departments of our administration, and towards the attainment of this object much progress happily has already been and is being made. In regard to all that relates to the administration of the laws, much difficulty is experienced, owing to the fact that all classes of the community, whether European or Asiatic, are interested therein; while there exists a strong disinclination to legislate separately for these, or to adopt for the latter a less technical code of procedure than is demanded by the former. In regard to education, however, no such

difficulty

difficulty exists—the subject being one which almost exclusively affects, at all events in the Punjab at the present time, the native community alone.

6. The educational question may be said to have two aspects: one, the purely intellectual one, the other the national one. The former regards merely the culture of the individual brought under discipline; and from this point of view, so far at least as western learning is concerned, our system has succeeded and is succeeding admirably. The latter regards education as a means of raising a nation into robust and healthy activity, permeating the mass, and bringing all classes into suitable relations with each other. Viewed in this latter aspect, I for one do not consider that our exising system has succeeded, or is likely to succeed, and this because it is of too exotic a character.

7. It is, I think, unnecessary for me to enlarge on this subject, or to adduce instances to show why I have arrived at this conclusion, as I feel assured that the experience of all observant persons must have satisfied them that all is not as we could wish it to be in this respect; that the great majority of those most highly trained by us have, by that training, been rendered almost as alien to the bulk of their countrymen as we are ourselves; and that the moral effect produced upon themselves has by no means proved altogether wholesome or satisfactory.

8. I believe, and all the principal promoters of this movement believe, that a really salutary effect upon the nation at large, ruled over as it is by a foreign people, can be secured only by regulating our educational efforts by means of a popularised consultative body, such as has been proposed for the Lahore University. In what precise mode the action of this body will tend to produce that result, it would perhaps be difficult to explain; and I will here only express my conviction that, if allowed free course, it will speedily acquire a vitality and vigor which will enable it to devise and carry out many measures, not heretofore suggested or acted on, towards attaining that end. I believe that the education of no people can be complete, or really salutary to the full extent, unless a prominent share is allowed it in the management of its own social and commercial affairs; and whereas the aims of the youth at present attending our schools and colleges are almost exclusively directed to qualifying for Government stipendiary employ, I am satisfied that, under the guidance of the body in question, much greater attention will be devoted to qualifying for the performance of municipal duties, and that an amount of eagerness for instruction will begin to be shown in consequence by the bulk of the people—such as has not hitherto been witnessed—as is now the case with the emancipated serfs of Russia, when admitted to a share in regulating their own municipal affairs.

9. If it should be necessary, in consequence of establishing a University of the character advocated, to lower at the commencement the standards to be employed, none will suffer from this but the province itself, which is quite prepared to submit to this; and surely this being the case, the experiment is worth trying. The admixture of the European element in the proposed council will sufficiently guard against any recurrence to the practically useless systems pursued heretofore in the purely Arabic and Sanskrit institutions of the country, and I have myself no doubt that ere long a standard will have been attained, in the higher departments, equal to those of any institution in the land, until which time, there is no desire that the honors conferred here be placed on a par with those conferred elsewhere.

10. The second of the objects proposed by the University, which has been above referred to in paragraph 4, is the creation of a machinery for promoting the formation of a superior vernacular literature. It is true that efforts have been made elsewhere in this direction; and there is no doubt that some of those educated under our auspices, who have not disregarded the culture of their own languages, have contributed and are contributing towards this end. But it cannot, I think, be denied that no sufficiently decided and systematic effort has yet been made; that the result attained is not such as might have been looked for, considering the length of time during which we have been educating the people; and that a large proportion of the works that have been and are being produced are wholly distasteful, if not absolutely unintelligible, to them. It is the fact that at the present time, so far as our Government is concerned—unless we include the teachers in our schools and colleges, whose time is for the most part fully occupied—no means have been afforded, whereby a literary or scientific scholar can enjoy an independence as such, without resorting to some other occupation for maintenance—unless indeed he possess private means, which is very rarely the case with such persons.

11. This omission in our existing practice it is proposed to supply by establishing fellowships in connection with the proposed University, a measure to which I myself attach very great importance. Fellowships might no doubt be as readily created in connection with any existing University; and now that the *elevés* of the Tôls of Naddia in Bengal are said to be exhibiting a desire for western knowledge, I should heartily rejoice to see them established in connection with these, as they belong to the class who alone, it may be said, are capable of thoroughly imbuing the mass of their countrymen with an appreciation of the knowledge which they have themselves acquired and learned to appreciate. But as this forms an essential part of the scheme which has been submitted by this Government, I may be allowed to claim the establishment of fellowships with the other measures heretofore set forth, bearing on the same object, as constituting for the present one of the specialities of the proposed Lahore University.

12. With reference to the remark made in paragraph 11 of the letter of Supreme Government that "the scheme under consideration amounts to a proposal that the Punjab Educational Department shall be allowed to test the success of its own labours," I can only repeat that nothing can be further from the real intentions and wishes of the promoters of the movement than this. It is desired and hoped that the examiners shall on every occasion be obtained from amongst persons unconnected with the Educational Department of the province.

13. In regard to the proposal contained in paragraphs 13 and 16 of the Supreme Government letter, that a joint University for the whole of Northern India be established, an endeavour has already been made in the letter of the Punjab Government, dated 12th November last, to explain what insuperable obstacles stand in the way of carrying out such a project, and I will here only add that, after meeting Sir William Muir, I feel satisfied that he would desire this no more than I do, and that our ideas on the subject of a national education are far from being at present in unison. The whole question in truth, of directing the education of a province appears to me to appertain so essentially to the Government of that province, under the control of superior authority, that anything which would tend to weaken its responsibility, or fetter its current action, by obliging it to arrange details in consultation with other governments, must, in my opinion, prove altogether fatal.

(Home Department.—Education.—No 262.)

From *E. C. Bayley*, Esq., Secretary to the Government of India, to the Secretary to the Government of the Punjab.

Sir, Simla, 22 May 1869.

No. 51, dated 11th February 1869.

I AM desired to acknowledge the receipt of your letter noted in the margin on the subject of the Punjab University, and in reply to convey to you the decision of the Governor General in Council upon the subject.

2. His Excellency is fully sensible of the value of the spontaneous efforts which have been made by the community in the Punjab, both Native and European, for the establishment of a local institution, which should have for its object the development of learning, especially in connection with the vernacular languages, and his Excellency quite concurs with the Lieutenant Governor in thinking that it would be a grave misfortune if those efforts should fail. The Governor General in Council is, moreover, quite willing to admit the force of many of the arguments used by the Lieutenant Governor in support of the particular mode in which it is desired to give effect to this purpose. His Excellency is, therefore, glad to think that the chief objections which have hitherto prevented the Government of India from giving a cordial sanction to the measure can now be removed.

3. The principal of these objections has been that the proposed institution, if at once established as an University, would have the power of conferring University degrees of a lower character than those given by other Universities in India; indeed, that owing to the less advanced character and extent of education in the Punjab, the degrees conferred by the Punjab University, were it now established, must almost necessarily be of an inferior character. His Excellency considers that such a result would tend materially to degrade the character and lessen the value of an Indian University degree, and might, therefore, operate injuriously on the spread of the higher branches of learning in India.

This objection must have been admitted as valid, but it is understood that his Honor the Lieutenant Governor is willing that the proposed institution should not, for the present, assume the full character of an University, and that it should not grant degrees, but certificates only, until the number of students, and the power of teaching in any branch of study, or in any faculty, can be shown to be sufficient to warrant the conferring of an University degree.

4. It is also understood that the study of English shall not only form one of the most prominent features of the teaching in any of the schools or colleges which may be connected with the proposed institution, but that both teaching and examinations in subjects which cannot with advantage be carried on in the vernacular shall be conducted in English.

His Honor also, it is gathered, is quite willing that the examinations should be entrusted to other persons than those who have been engaged in teaching the students, or any of them, and it is believed that His Honour would be quite content to accept any rules which may be laid down with a view to secure this object.

5. Lastly, the Lieutenant Governor is understood to undertake that, although certain subjects may and will be taught in the vernacular, nothing should be taught which should interfere with instruction in sound principles of mental and physical science, that is to say, that the teaching which is to be afforded through the medium of the vernacular languages shall be free from the patent errors which prevail in ancient and even in modern vernacular literary and scientific works. That, in short, the educational course adopted shall be one calculated, as far as possible, to give instruction through the medium of the vernacular in European science and according to the modes of European thought, so that, while Eastern languages

languages shall, as much as possible, be made the medium of instruction, yet such control and supervision will be exercised as shall secure to the students all the advantages of teaching offered by Indian Universities.

6. On these conditions his Excellency accords his sanction to the establishment of the proposed institution, and is willing that the governing body should not be merely connected with the teaching body, but that it should have the power of conferring Fellowships and Scholarships, and also of granting certificates of proficiency in such classes and under such rules as may be deemed expedient, and that it should be, with the Educational Officers of the Government, the consulting body in all matters of public instruction, including primary education.

7. His Excellency in Council suggests that the names of the officers of the institution should be made suitable to its altered character, but is willing that the governing body should bear the name of a Senate, and that it should be constituted as proposed in your letter No. 235, dated 27th May 1868, paragraph 6, Rule III., except of course as regards the fifth or (2) class of its members who will, under the present arrangements, have no existence. This does not involve any necessity for giving to the institution generally the appellation of an University, which will be inappropriate so long as it has not the power of granting degrees, and the assumption of which might give to its certificates an authority which it is inexpedient that they should at once possess. It would perhaps be a convenient arrangement to attach the Senate to the Lahore College, and to give the entire institution some such title as that of "University College, Lahore," which would mark the fact that the present arrangement was merely temporary, and was intended only as preliminary to the possible establishment, at some future time, of an University in the Punjab.

8. The connection of the Senate with the Lahore College need not militate against either the continuance of the connection of that institution, or of that of any other College in the Punjab, to the Calcutta University; and students who may enter themselves at the latter University might still be allowed to pursue their studies at any of the affiliated institutions in the Punjab.

9. The pecuniary assistance which Government will be prepared to afford will be as already explained in my letter, No. 558, dated the 19th September last, paragraph 13.

I have, &c.
(signed) *E. C. Bayley,*
Secretary to the Government of India.

To His Excellency the Right Honourable the Governor General of India in Council.

(Educational, No. 13.)

My Lord, India Office, London, 5 August 1869.

THE Despatch of your Excellency in Council, dated 10th of June, No. 9, of 1869, forwarding copy of a correspondence with the Government of the Punjaub, on the subject of the establishment of an University at Lahore, has been considered by me in Council.

2. In reply, I desire to express my cordial concurrence in the views stated in the letter of your Lordship's Government, dated 22nd of May, No. 262, of 1869. On the conditions so clearly and ably set forth in that letter, I will accord my sanction to the proposition that an institution be founded at Lahore under some such title as "University College, Lahore." The institution will be competent to grant certificates, but not degrees, and may hereafter, if attended with due success, be expanded into an University.

I have, &c.
(signed) *Argyll.*

(No. 10A, of 1868.—Educational Department.)

To Her Majesty's Principal Secretary of State for India, London.

Right Honourable Sir, Bombay Castle, 2 October 1868.

WE have the honour to transmit for the information of Her Majesty's Government, a copy of the Annual Report on the operations of the Department of Public Instruction in this Presidency for 1867-68.

2. For our views on this Report, the last to be presented to us by Sir A. Grant, we beg to refer to the enclosed copy of our resolution dated the 1st instant.

We have, &c.
(signed) *W. R. S. V. Fitzgerald.*
B. H. Ellis.
S. Mansfield.

(No. 578, of 1868.)

RESOLUTION by the Honourable Board.

1 October 1868.

From Sir *A. Grant*, Bart., submitting Annual Report on the operations of the Department of Public Instruction for 1867-68.

RESOLUTION.—It is satisfactory to observe from this Report the continuance of a steady progress in the operations of the Educational Department. While the year 1866-67 showed an increase over the previous year of 307 Government schools and 12,862 scholars, the year 1867-68 shows a further increase of 264 Government schools, and 15,780 scholars, and the expenditure necessary to the production of this increase has come entirely from local funds, amounting to nearly a lakh and a half of rupees.

2. The Educational Report is made clearer by the statistical forms for the first time introduced by Sir A. Grant in the first 23 paragraphs of his Report. It does not occur to Government to suggest any improvement in these forms, except with reference to paragraph 4, that the variations in the receipts of the local funds should be contrasted in detail under each head. From the present Report Government are unable to note what has been the increase in school fees.

3. Further experience in the system of grants-in-aid by payment for results does not support the apprehension that has been expressed of the expense into which Government may be drawn by the system. The total expenditure under this head was 23,302 rupees, being about 1,000 rupees less than the expenditure of last year. From the list appended to paragraph 30, it appears that since the previous year 13 new schools have obtained aid. On the other hand, 5 schools* are mentioned to which no aid was given in the year under report, though they received it in the year previous. Government would be glad to know whether this has arisen from the grants to these schools not having been drawn up to the date of the report, or whether the managers of these schools have not renewed their applications for aid, and if so, for what reasons.

Poona seminary.
Egutpoora school.
Robert Money Anglo-vernacular (1.)
Ditto, ditto (2.)
Indo-British Institution, Kurrachee.

4. The caution and accuracy with which the system of payment for results has been applied by Sir A. Grant requires the acknowledgment of Government.

5. A very satisfactory increase is to be noted in the number of students attending the Elphinstone College, and in the success of those students in obtaining university degrees. Government concur with Sir A. Grant in considering that the Principal of the College, Mr. Chatfield, deserves great credit for these results. This success greatly strengthens the claim of the college to an increase in its professorial staff, and will be duly brought to the notice of the Government of India. The Secretary of State will be addressed on the subject of the Elphinstone Funds as soon as the pending arrangements have been completed for putting the trusteeship on a new and valid footing.

6. Great credit is also due to Mr. Kirkham, the Principal of the Elphinstone High School, under whose management the number of scholars has risen from 561 to 744, and of those matriculating for the university from 19 to 42.

7. The

7. The question discussed in paragraph 40 of the restrictions to be imposed on the teaching of English in the second grade Anglo-vernacular schools is very interesting. The Director of Public Instruction was undoubtedly right to modify the restrictions first imposed, which seem to have produced too great a check on the very desirable inclination of the people to obtain a knowledge of English. The Director's Report on the result of the modified Rules will be looked for with interest.

8. The question of the Grant Medical College will claim a separate consideration from Government, and need not be noticed here.

9. As regards female schools, it appears that those under Government management have increased by 36, and the scholars by 1,523, and there has been a general increase of 52 schools, and 2,234 scholars. Government is satisfied that as much has been done by the Educational Department as was practicable, and will watch with interest the result of the establishment of the normal school which is due to Miss Carpenter.

10. Before closing these remarks his Excellency in Council must record his deep regret that this is the last Report to be presented by Sir A. Grant, whose services have now been called for in his native country. Sir A. Grant joined this Presidency in October 1860 when he was appointed Professor of History, and in the following April he became the Principal of the College. In this capacity he performed his duties in a way to support his high reputation, and on the retirement of Mr. Howard, the Government had no hesitation in appointing Sir A. Grant to be his successor. Though labouring under a disadvantage of having succeeded so able and energetic an officer as the late Mr. Howard, Sir A. Grant has undoubtedly set his mark on the history of education in this country. It was a peculiarity in Sir A. Grant's position that he was at the same time the Director of Public Instruction, and the Vice Chancellor of the University. It was his duty in the one capacity to foster education by the influence and resources of the State; in the other to arouse a spirit of freedom and independence of State support. He has found no difficulty in reconciling these two duties, and while supporting the complete independence of the university, he has still used it as the crown of the Government educational system. It is not only in connection with the university that Sir A. Grant has done much to rouse among the people an independent feeling. He has taken the greatest interest in the local cess for education, and in its expenditure for the benefit of the cess-payers. He has fostered the system not merely as enabling the Educational Department to obtain so much more money to spend; but as a means to teach the people the value of education, and their own power to obtain it, in itself a most important educational result. His Excellency in Council is glad that, before resigning his office, Sir A. Grant has been able to record so much evidence of the success of the local cess system as is to be found in this report.

11. Another feature in Sir A. Grant's administration which requires notice is his elaboration of the system of grants-in-aid by payment for results. This system has been placed on a sound footing, and gives every promise of solving the difficult question how, in assisting independent educational bodies, to secure that the public money should be spent to good purpose, without interference or responsibility on the part of Government.

(signed) *J. Macdonald,*
For Secretary to Government.

To the Officiating Director of Public Instruction.

BOMBAY EDUCATIONAL REPORT, 1867-68.

CONTENTS OF REPORT.

	PAGE
I.—Annual Statistics (paragraphs 1—25)	374
Actual Expenditure	374
Increase on previous year	375
Analysis of Increase	375
Increase of Local Funds	376
Objects of Expenditure	377
Results of Expenditure	378
Increase of Schools and Scholars	379
Results of Government High School Instruction	380
Ditto Aided - ditto - ditto	380
Ditto Government Collegiate Instruction	380
Ditto Aided - ditto - ditto	380
Cost and Operations of Book Department	381
Building Operations	382
Increase of Libraries	383
Resolutions of Government on Education	383
Changes introduced by the Director	383
II.—Observations on the above and on kindred matters (paragraphs 26—61)	383
General remarks on the above Statistics	383
Imperial Grant for "Education, Science, and Art"	383
Ratio of this to Presidential Revenues	384
Grants awarded on the system of Payments for Results	385
Progress and working of Local Cess	387
Withdrawal of Bombay Municipal Grant	387
Numbers, under Instruction and Cost to Government	387
Results of Examinations under prescribed Standards	389
On the present state of—	
(*a*) Colleges	391
(*b*) High Schools	392
(*c*) Anglo-vernacular Schools	393
(*d*) Colleges for Special Education	394
(*e*) Normal Schools	394
(*f*) Female Schools	394
State of Aided Institutions	395
Education of European and Indo-British Children	396
Education of Native Princes and Sirdars	396
Popular Education in Native States	396
Sale of School Books	396
Encouragement of Literature	396
Series of Sanskrit Classics	396
Revision of School-book Series	396
Spread of the Study of Sanskrit	397
Ditto - - of Latin	397
Physical Education	397
Education in Industrial Art	397
Conditions and Prospects of the Educational Service	398
"Notes" on the State of Education in India	398

N.B.—The Appendices referred to in the Report are not included.

REPORT of the Department of PUBLIC INSTRUCTION, for the Year 1867-68.

Expenditure.

THE actual expenditure of the department during the year 1867-68 was as follows:—

On what Account.	From Imperial Funds.	From Local Funds.	TOTAL.
	Rs. *a.* *p.*	*Rs.* *a.* *p.*	*Rs.* *a.* *p.*
Direction and subsidiary charges	*49,311 3 8	420 — —	49,731 3 8
Inspection and ditto	†1,30,831 12 11	11,906 9 9	1,42,738 6 8
Instruction (including all Educational Expenditure not coming under the above heads)	‡6,87,687 3 1	7,90,581 1 2	14,78,268 4 3
TOTAL - - - *Rs.*	8,67,830 3 8	8,02,907 10 11	16,70,737 14 7

2. The total expenditure, as contrasted with that of last year, is shown below:—

	1866–67.	1867–68.	Increase.	Decrease.
	Rs. *a.* *p.*	*Rs.* *a.* *p.*	*Rs.* *a.* *p.*	
From Imperial Funds	§7,91,325 5 5	8,67,830 3 8	76,504 14 3	—
From Local Funds	6,01,629 14 11	8,02,907 10 11	2,01,277 12 —	—
TOTAL - - - *Rs.*	13,92,955 4 4	16,70,737 14 7	2,77,782 10 3	—

But

* This includes salaries and travelling allowances (*Rs.* 38,002. 2.) drawn by the Director of Public Instruction and his establishment; also the amount spent on contingencies (*Rs.* 7,297. 11. 6.), and patronage to literature (*Rs.* 4,011. 6. 2.).

† This includes salaries drawn by inspectors, assistant inspectors, deputy inspectors, and assistant deputy inspectors, and their respective establishments, also travelling allowances and contingencies.

‡ This includes salaries of professors, masters, &c.; scholarships, actual expenses of the book department (after deducting the proceeds of sale of books, &c., repaid into the Treasury during the year); translation department; grants for building school-houses; grants-in-aid to private institutions; contingencies; charges on Dakshina fund; and other miscellaneous charges.

§ After deducting *Rs.* 1,25,353. 3. 7., sale proceeds of books. *Vide* paragraph 23 of Report for 1866-67.

But in order to facilitate a just comparison, the estimated expenditure for 12 months of 1866-67 should be taken as follows:—

	1866-67.	1867-68.	Increase.	Decrease.
	Rs. a. p.	*Rs.* a. p.	*Rs.* a. p.	
From Imperial Funds	*8,63,264 - 1	8,67,830. 3 8	4,566 3 7	—
From Local Funds -	6,56,323 8 10	8,02,907 10 11	1,46,584 2 1	—
TOTAL - - - *Rs.*	15,19,587 8 11	16,70,737 14 7	1,51,150 5 8	—

* After deducting *Rs.* 1,25,353, 3. 7., sale proceeds of books. *Vide* paragraph 23 of Report for 1866-67.

3. The following Table explains the increase in Imperial Expenditure:—

	Actual Expenditure from Imperial Funds.			
	1866-67.	1867-68.	Increase.	Decrease.
	Rs. a. p.	*Rs.* a. p.	*Rs.* a. p.	*Rs.* a. p.
Direction and subsidiary charges - -	43,262 2 4	49,311 3 8	6,049 1 4	—
Inspection and subsidiary charges - -	1,12,140 11 7	1,30,831 12 11	18,691 1 4	—
Instruction, including all Educational Expenditure not coming under the above heads.	6,35,922 7 6	6,87,687 3 1	51,764 11 7	—
TOTAL - - - *Rs.*	*7,91,325 5 5	8,67,830 3 8	76,504 14 3	—
DETAIL OF INCREASE ON INSTRUCTION.				
Government Colleges and Schools:				
General - - - - - -	3,75,797 12 9	4,05,532 11 10	29,734 15 1	—
Special - - - - - -	97,242 15 11	1,01,573 9 4	4,330 9 5	—
Grants in Aid to Private Colleges and Schools:				
General Education - - - -	57,144 14 3	52,603 9 11	- - -	4,541 4 4
Special Education - - - -	13,537 9 11	15,319 14 7	1,782 4 8	—
Translation Department - - -	6,184 12 6	8,949 6 11	2,764 10 5	—
Book Department - - - -	30,744 7 8	21,132 6 3	- - -	9,612 1 5
Building - - - - - -	36,426 4 -	64,829 1 5	28,402 13 5	—
Expenses from Dakshina Fund -	9,477 2 6	9,470 6 2	- - -	6 12 4
Grant for purchase of Sanscrit MSS.	8,870 - -	156 - -	- - -	8,714 - -
Special allowance to European and Eurasian students.	- - -	4,620 - 8	4,620 - 8	- - -
Contribution to Art Exhibition, Bombay.	- - -	3,500 - -	3,500 - -	- - -
Miscellaneous - - - - -	496 8 -	- - -	- - -	496 8 -
	6,35,922 7 6	6,87,687 3 1	75,135 5 8	23,370 10 1
Add charges on account of direction and inspection.	1,55,402 13 11	1,80,143 - 7	24,740 2 8	
TOTAL - - - *Rs.*	7,91,325 5 5	8,67,830 3 8	99,875 8 4	
		Deduct Decrease - - -	23,370 10 1	
		Net Increase - - - -	76,504 14 3	

* The actuals for 1866-67 are for 11 months, and those for 1867-68 are for 12 months.

4. The

4. The expenditure from Local Funds during the year under report, as contrasted with that of the previous 11 months, may be stated as follows:—

DIVISIONS.	1866-67.	DIVISIONS.	1867-68.	Increase.	Decrease.
Central Division:	*Rs.* a	Central Division:	*Rs.* a. p.	*Rs.* a. p.	*Rs.* a. p.
Local Funds, including Cess, Fees, Popular Contribution, &c.	2,97,247 3 5	School Fees	66,478 10 8		
		Educational Cess	2,08,011 3 10		
		Popular Contribution	4,434 4 5		
		Municipal Fund	2,855 5 4		
		Contribution for School-buildings and repairs.	2,522 2 5		
		Elphinstone and other funds	63,751 6 8		
Total — *Rs.*	2,97,247 3 5	Total — *Rs.*	3,48,053 1 4	50,805 13 11	—
Northern Division:		Northern Division:			
Local Funds, including Cess, Fees, Popular Contribution, &c.	2,09,761 4 6	School Fees	8,832 3 4		
		Educational Cess	2,35,998 6 4		
		Popular Contribution	182 8 —		
		Municipal Fund	8,905 6 11		
		Contribution for School-buildings and repairs.	3,033 2 —		
		Rewa Kanta Educational Fund	670 6 9		
		Kattywar Educational Fund	43,997 8 —		
		Guzerat Provincial College and other funds.	3,365 1 7		
Total — *Rs.*	2,09,761 4 6	Total — *Rs.*	3,04,984 10 11	95,223 6 5	—
Southern Division:		Southern Division:			
Local Funds, including Cess, Fees, Popular Contribution, &c.	52,994 11 10	School Fees	13,540 11 10		
		Educational Cess	66,000 12 9		
		Popular Contribution	5,283 3 5		
		Municipal Funds	2,462 13 7		
		Contribution for School-buildings and repairs.	8,361 5 7		
		Belgaum Sirdars' High School Fund	4,513 11 9		
		Dharwar English School Endowment Fund.	200 — —		
Total — *Rs.*	52,994 11 10	Total — *Rs.*	1,00,362 10 11	47,367 15 1	—
Sind Division:		Sind Division:			
Local Funds, including Cess, Fees, Popular Contribution, &c.	41,626 11 2	Sind Scholarship Fund	1,129 13 9		
		School Fee Fund	4,781 12 9		
		Educational Cess or Jagheer Fund	2,027 8 8		
		Educational Deposit or Municipal Fund.	14,433 9 5		
		One Anna or Local Cess Fund	23,049 9 —		
		Contributions for Local Works	4,084 14 2		
Total — *Rs.*	41,626 11 2	Total — *Rs.*	49,507 3 9	7,880 8 7	—
Grand Total — *Rs.*	6,01,629 14 11	Grand Total — *Rs.*	8,02,907 10 11	2,01,277 12 —	—

	Rs. a. p.
Net Increase of actual Expenditure from Local Sources	2,01,277 12 —
Net Increase of Expenditure compared with, for 1866-67, calculated at the same rate for 12 months	1,46,584 2 1

5. This

5. This large increase of upwards of two lakhs of rupees is due partly to the longer period now under report, but mainly to the extension of the local cess to parts of the Poona and Ratnagherry collectorate in the central division; to the larger allotment of local cess made in Sind, to the extended operations of local cess committees; and to the increased receipt from fees in all parts of the Presidency.

6. Objects of expenditure on Instruction during the year 1867-68:—

	From Imperial Funds.			From Local Funds.			Total.		
	Rs.	*a.*	*p.*	*Rs.*	*a.*	*p.*	*Rs.*	*a.*	*p.*
Government Institutions:									
(*a*) General—									
Colleges	75,520	7	9	51,191	15	–	1,26,712	6	9
High Schools	91,956	5	11	48,335	3	9	1,40,291	9	8
Middle Class Schools	62,589	7	11	1,08,697	11	7	1,71,287	3	6
Lower Class Schools	1,74,061	3	3	3,68,860	7	5	5,42,741	10	8
(*b*) Special	1,01,573	9	4	21,637	2	1	1,23,210	11	5
(*c*) Female Schools	1,405	3	–	12,585	2	1	13,990	5	1
Total *Rs.*	5,07,106	5	2	6,11,127	9	11	11,18,233	15	1
Private Institutions receiving Aid from Government:									
A. On the System of Payment for Results:									
(*a*) General—									
Colleges	—			—			—		
High Schools	11,496	–	–	-	-	-	11,496	–	–
Middle Class Schools	13,430	8	–	-	-	-	13,430	8	–
Lower Class Schools	1,401	4	–	-	-	-	1,401	4	–
(*b*) Special	—			—			—		
(*c*) Female Schools	2,369	8	–	-	-	-	2,369	8	–
Total *Rs.*	28,697	4	–	-	-	-	28,697	4	–
B. Not on the System of Payment for Results:									
(*a*) General—									
Colleges	—			—			—		
High Schools	—			—			—		
Middle Class Schools	23,906	5	11	-	-	-	23,906	5	11
Lower Class Schools	—			—			—		
(*b*) Special	15,319	14	7	-	-	-	15,319	14	7
(*c*) Female Schools	—			—			—		
Total *Rs.*	39,226	4	6	-	-	-	39,226	4	6
Translation Department	8,949	6	11	16	9	–	8,965	15	11
Book Department	21,132	6	3	26	2	–	21,158	8	3
Buildings	64,829	1	5	1,78,703	12	3	2,43,532	13	8
Expenses from Dakshina Fund	9,470	6	2	-	-	-	9,470	6	2
Grants for Purchase of Sanscrit MSS.	156	–	–	-	-	-	156	–	–
Grants to Students of European and Eurasian Parentage.	4,620	–	8	-	-	-	4,620	–	8
Contribution to Art Exhibition, Bombay.	3,500	–	–	-	-	-	3,500	–	–
Miscellaneous	-	-	-	707	–	–	707	–	–
Total *Rs.*	1,12,657	5	5	1,79,453	7	3	2,92,110	12	8
Grand Total *Rs.*	6,87,687	3	1	7,90,581	1	2	14,78,268	4	3

7. Results of Expenditure on Instruction during 1867–68, showing Number of Schools, Scholars, and Average Attendance in all grades.

	Number of Colleges or Schools.	Average Monthly Number on the Rolls throughout the Year.	Average Daily Attendance.	Ratio of Average Daily Attendance, to Average Monthly Numbers.
Government Institutions:				
At Colleges affiliated to the University (*i. e.*, Elphinstone, Poona, Grant Medical, and Engineering Colleges, and Law School).	5	310*	275	·89
At Colleges not affiliated (*i.e.*, Guzerat Provincial College).	1	40·1	34	·85
At Higher Class Schools (*i.e.*, Elphinstone, Poona, Ahmedabad, Belgaum, Surat, Ratnaghiri, Dhoolia, Hydrabad, Rajkote, and Kurrachee).	10	2,074·8	1,758·9	·85
At Middle Class Schools (*i. e.*, First Grade and Second Grade Anglo-vernacular Schools).	105	12,101·35	9,854·5	·81
At Schools of Lower Class (*i.e.*, Vernacular or Primary).	1,670	1,01,849	91,074·1	·89
At Female Schools - - - -	97	3,328·4	2,101	·63
At Special Schools - - - -	8	293·42	252·38	·85
Total - - -	1,896	119,997·07	105,349·88	·89
Private Institutions receiving Aid from Government:				
At Higher Class Schools - - -	7	2,302	1,911	·83
At Middle Class Schools - - -	18	2,255·20	1,833·9	·81
At Lower Class or Primary Schools -	24	1,266·1	919·2	·73
At Female Schools - - - -	15	1,307·	949	·73
At Special Schools - - - -	3	178·2	147	·82
Total - - -	67	7,308·50	5,760·1	·79
Private Institutions not receiving Aid, but under Inspection only:				
At Higher Class Schools - - -	2	349	314	·90
At Middle Class Schools - - -	22	1,795·4	1,426·4	·79
At Lower Class or Primary Schools -	77	4,365·8	3,322·8	·76
At Female Schools - - - -	30	1,338·1	732·1	·55
At Special Schools - - - -	1	8	8	1·00
Total - - -	132	7,856·3	5,803·3	·74
GRAND TOTAL - - -	2,095	135,161·87	116,913·28	·86

* This is exclusive of the Law Class, of which no return has been received.

8. Increase

8. Increase of Schools and Scholars during the Year under report:—

Grade of School.	Number of Schools.				Number of Scholars.			
	1866-67.	1867-68.	Increase.	Decrease.	1866-67.	1867-68.	Increase.	Decrease.
Government Institutions:								
High Schools - - -	9	10	1	–	1,839	2,083	244	–
Middle Class Schools - -	191	105	–	86	23,150	11,629	–	11,521
Lower Class Schools - -	1,357	1,670	313	–	79,189	104,703	25,514	–
Female Schools - - -	61	97	36	–	1,935	3,458	1,523	–
Normal Schools - - -	5	5	–	–	165	175	10	–
Special Schools - - -	3	3	–	–	113	123	10	–
TOTAL - - -	1,626	1,890	350	86	1,06,391	1,22,171	27,301	11,521
Private Institutions receiving Aid from Government:								
High Schools - - -	6	7	1	–	2,116	2,275	159	–
Middle Class Schools - -	13	18	5	–	1,892	2,310	418	–
Lower Class Schools - -	23	24	1	–	946	1,281	335	–
Female Schools - - -	12	15	3	–	1,193	1,393	200	–
Normal Schools - - -	–	–	–	–	–	–	–	–
Special Schools - - -	2	3	1	–	143	197	54	–
TOTAL - - -	56	67	11	–	6,290	7,456	1,166	–
Private Institutions not receiving Aid, but under Inspection only:								
High Schools - - -	1	2	1	–	137	378	241	–
Middle Class Schools - -	15	22	7	–	1,268	1,895	627	–
Lower Class Schools - -	33	77	44	–	2,156	4,266	2,110	–
Female Schools - - -	17	30	13	–	902	1,413	511	–
Normal Schools - - -	–	1	1	–	–	8	8	–
Special Schools - - -	–	–	–	–	–	–	–	–
TOTAL - - -	66	132	66	–	4,463	7,960	3,497	–
GRAND TOTAL - -	1,748	2,089	427	86	1,17,144	1,37,587	31,964	11,521

9. Net increase of Schools and Scholars may be stated as follows:—

	Schools.	Scholars.
Government Institutions - - -	264	15,780
Aided Institutions - - - -	11	1,166
Inspected Institutions - - - -	66	3,497
TOTAL - - -	341	20,443

10. The following Table gives the numbers matriculated from the Government High Schools as compared with last year:—

Institution.	Matriculated in December 1866.	Matriculated in December 1867.
Elphinstone High School	19	42
Poona High School	16	23
Ratnaghiri High School	9	8
Surat High School	6	10
Ahmedabad High School	5	10
Belgaum (Sirdar) High School	3	4
Dhoolia High School	3	3
Hydrabad High School	3	5
Kurrachee High School	1	1
Rajkote High School	-	2
Total	65	108

The following Government institutions also succeeded in passing candidates as follows:—

Sholapore, 1st grade Anglo-vernacular school - - 2
Sattara, 1st grade Anglo-vernacular school - - - 1

One candidate from Grant Medical College and one from Poona Engineering College also passed.

11. The following is a corresponding Table for aided institutions:—

Institution.	Numbers Matriculated in December 1866.	Numbers Matriculated in December 1867.
Free General Assembly's Institution, Bombay.	7	6
General Assembly's Institution, Bombay	1	2
Sir Jamsetjee Jejeebhoy Parsee Benevolent Institution, Bombay.	2	6
Free Church Mission Institution, Poona	2	4
Church Missionary Society's Robert Money School, Bombay.	-	5
Total	12	23

12. The comparative results of collegiate instruction, as shown by the numbers who have passed the higher University examination are as follows:—

	Number Passed.	
	1866.	1867.
First Examination in Arts:		
Elphinstone College	14	13
Poona College	4	8
B.A. Degree:		
Elphinstone College	9	18
Poona College	6	6
M.A. Degree:		
Elphinstone College	3	4
Poona College	—	2
L.M. Degree:		
Grant Medical College	2	3
LL.B. Degree:		
Government Law School	2	3
First Examination in Civil Engineering:		
Poona Civil Engineering College	2	—

13. No

13. No candidate from any aided institution succeeded in passing any of the higher University examinations.

14. The following statements show the cost to Government, and the operations, of the book department.

The total Imperial expenditure on the department during the year, under report, is as follows:—

	Rs.	a.	p.
(*a*) Curator's Salary	3,420	–	–
(*b*) Establishment	4,915	7	1
(*c*) House-rent	2,310	–	–
(*d*) Sum drawn for Printing and Purchasing School Books.	1,15,068	3	2
(*e*) Ditto Encouragement of Literature	15,708	4	–
(*f*) Contingencies	7,756	9	9
(*g*) Commission to Vendors	12,035	2	9
TOTAL Rs.	1,61,213	10	9

15. The sum paid into Her Majesty's Treasury on account of sale proceeds of books, including an adjustment, amounts to *Rs.* 1,43,526. 0. 11.

The following Table shows the sums drawn from the Treasury for the printing and purchase of school books, and those paid into the Treasury on account of the sale of school books, during the last five years:—

YEAR.	Amount Drawn.			Amount Paid.		
	Rs.	a.	p.	Rs.	a.	p.
1863–64	71,242	5	7	81,557	8	1
1864–65	80,117	2	11	93,756	2	3
1865–66	79,995	13	10	98,904	9	4
1866–67	1,25,706	13	10	1,25,353	3	7
1867–68	1,30,776	7	2	1,43,526	–	11

16. The following Table will show the books and maps in different languages printed and purchased by the department from the School Book Fund:—

	Number of Books, &c.	Amount.		
		Rs.	a.	p.
English	118,302	52,509	2	1
Latin	1,038	1,555	–	–
Marathi	149,060	19,491	4	1
Gujarati	202,000	26,712	13	–
Canarese	14,243	9,624	4	6
Hindustani	15,300	3,614	13	6
Sanskrit	3,176	1,560	14	–
TOTAL	503,124	1,15,068	3	2

 17. The

17. The subjoined is a summary statement of books and maps in different languages sold by the Department:—

	Number of Books, &c., Sold.	Amount.		
		Rs.	*a.*	*p.*
English	87,032	39,124	–	4
Latin	885	1,080	3	–
Marathi	172,482	48,031	4	3
Gujarati	108,496	31,280	6	6
Sanskrit	5,484	5,211	–	6
Canarese	26,712	5,497	7	6
Hindustani	3,041	935	6	10
Miscellaneous	125	885	4	–
Furniture	21	25	6	–
TOTAL	404,278	1,32,070	6	11

18. The amount of the prices of the books sold during the official year under report falls short of that paid into the Treasury by (*Rs.* 11,455. 10.) eleven thousand four hundred and fifty-five rupees, and ten annas. The difference is owing to the amount of outstandings for former years recovered and paid into the Treasury during the year, along with the sale proceeds for that year, and also to the payment of cash balances with branch book depôt-keepers for 1866–67, paid into the Treasury during the year under report.

19. Of the sum drawn (*Rs.* 15,708. 4.) fifteen thousand seven hundred and eight rupees, and four annas have been expended on the encouragement of literature.

20. There has been no change in the number and distribution of subordinate book depôts during the year.

21. The following Table shows the building operations during the year under report:—

DIVISION.	Commenced or Carried on.	Completed.	Expenditure.		
New Buildings.			*Rs.*	*a.*	*p.*
Central Division	36	39	*65,887	10	–
Northern Division	24	43	1,77,689	14	10
Southern Division	30	3	26,848	10	–
Sind Division	5	2	†5,303	1	11
TOTAL	95	87	2,75,729	4	9
Alterations and Special Repairs.					
Central Division	—	—	—		
Northern Division	13	6	6,594	–	–
Southern Division	1	2	450	2	4
Sind Division	—	—	—		
TOTAL	14	8	7,044	2	4
GRAND TOTAL	109	95	2,82,773	7	1

* Four other buildings in Tanna, and three in Ratnaghiri, were built by the people themselves; cost not known.

† A further sum of 2,500 rupees drawn from Imperial Funds in 1866–67 was expended during the year under report.

22. In order to show from what sources funds for buildings have been obtained, the following Table is given:—

Division.	Sources of Expenditure on School-building.														
	Imperial Funds.			Local Cess.			Municipal Funds.			Popular Contributions.			Fees.			Total.		
	Rs.	*a.*	*p.*	*Rs.*	*a.*	*p.*	*Rs.*	*a.*	*p.*	*Rs.*	*a.*	*p.*	*Rs.*	*a.*	*p.*	*Rs.*	*a.*	*p.*
Central Division	5,883	1	–	55,594	6	10	1,327	5	3	2,522	2	5	560	10	6	65,887	10	–
Northern Division	65,522	–	–	57,725	8	10	–		–	61,036	6	–	–		–	1,84,283	14	10
Southern Division	13,308	6	9	5,629	–	–	–		–	8,361	5	7	–		–	27,298	12	4
Sind Division	1,000	–	–	318	3	9	3,984	14	2	–		–	–		–	5,303	1	11
Total – *Rs.*	85,713	7	9	1,19,267	3	5	5,312	3	5	71,919	14	–	560	10	6	2,82,773	7	1

In addition to these sums the following special grants-in-aid for school buildings have been made from Imperial funds, under the terms of Lord Canning's Minute:—

	Rs.
Free Church of Scotland Mission	25,000
Bishop's School, Poona	15,000

23. The following Table shows the increase of libraries in each Division:—

Libraries.

	In 1866-67.	In 1867-68.	Increase.	Decrease.
Central Division	34	*43	9	—
Northern Division	26	52	26	—
Southern Division	13	17	4	—
Sind Division	7	7	—	—
Total	80	119	39	—

* Exclusive of the large public libraries in Bombay and Poona, which have no connection with this Department.

Resolutions of Government on Education.

24. The chief resolutions of Government affecting the Educational Department during the year have been as follows:—

(*a.*) Nos. 338 of 15th June 1867 and 377 of 5th February 1868, containing rules for the registry of Native publications under Act XXV. of 1867.

(*b.*) No. 4,373 of 13th December 1867, authorising the levy of a small fee from candidates for certificates of qualification for the lower grades of the public service.

(*c.*) A notification publishing, under date 24th December 1867, revised rules for grants-in-aid in the Bombay Presidency, on the system of payment for results.

Changes in the Department introduced by the D. P. I.

25. The changes in the department introduced by the Director have been as follows:—

(*a.*) The prescribing to Educational Inspectors and the Curator of the Book Depôt, improved forms of statistics for annual reports.

(*b.*) Rules for the reorganisation of Anglo-Vernacular Schools (Appendix G. 2).

(*c.*) Rules for the instruction of vernacular-school boys in the English method of writing the addresses of letters (Appendix G. 3).

General remarks on the above statistics.

26. Renewed attention has been given during the past year to the forms of those statistics which constitute the first 23 paragraphs of this Report. In the absence of any instructions from Government, I have had to devise these forms entirely for myself (in consultation with the inspecting officers). Hence, doubtless, many improvements in them are possible, and will hereafter be ordered or suggested. I observe that no returns have been made of private expenditure for the year under report. As the Government of India appears to wish for such returns, they can be added in future years, though of course not guaranteed by this Department. It would delay this Report too much to endeavour to obtain them at present. A special report on the subject for the year 1867-68 might be drawn up, if wished for. Amongst other changes in my statistics, I would beg to call attention to the statement of the cost and operations of the book department. For the first time, the entire cost has been shown, including the curator's establishment, and all other items. Hitherto it has been the practice to exhibit only the sums drawn for the purchase and printing of books, set off against the sums paid into the Treasury for the sale of books.

The Imperial Grant for Education.

27. The actual increase of Imperial expenditure in 1867-68, as compared with 1866-67 is *Rs.* 76,504. 14. 3.; but the official year 1866-67 having consisted of only 11 months, the increase of rate of Imperial expenditure in this Presidency may be stated at *Rs.* 4,566. 3. 7., which sum is at once accounted for by the special allowances (*Rs.* 4,620. 8.) to European and Eurasian students, paid for the first time. In looking over the table contained in paragraph 3 (above), I find a decrease of actual expenditure in the book department, amounting to 9,612 rupees, that is to say, the sales of books have gained to that amount on the total cost of the book department. There is a decrease of 8,714 rupees, owing to no fresh grant having been made for the purchase of Sanskrit MSS. There is also a decrease of 4,541 rupees under the head of Grants-in-Aid to Private Institutions. This is explained below in my 30th paragraph. The increases are due chiefly

to the additional month accounted for in the year under report; partly also to increase of printing expenses in the Director's establishment; to one or two seniority allowances having been granted; to a small grant for female education; to a slight increase of establishment in Poona Civil Engineering College; to the appointment of a Canarese translator to Government; to some special grants to buildings, &c. Speaking broadly, then, the Imperial expenditure for education, as administered by this Department, has remained unchanged.

28. There are other items of expenditure coming under the Budget head of "Education, Science, and Art," which are not under the control of this Department; they are shown in the following Table:—

	Amount.			
	1866-67.	1867-68.	Increase.	Decrease.
	Rs. a. p.	*Rs.* a. p.	*Rs.* a. p.	*Rs.* a. p.
*Bombay University	49,512 – –	44,412 9 7	– – –	5,099 6 5
†Central Museum	9,989 – 2	4,267 8 3	– – –	5,721 7 11
Grant to Mechanics' Institute	150 – –	150 – –	—	—
Grant to Agri-Horticultural Society.	2,790 – –	3,000 – –	210 – –	—
Grant to Bombay Branch Royal Asiatic Society.	3,300 – –	3,600 – –	300 – –	—
Grant to Botanical Gardens	8,976 2 5	11,584 – 1	2,607 13 8	—
Grant to Geographical Society	520 – –	600 – –	80 – –	—
TOTAL – – – *Rs.*	75,237 2 7	67,614 1 11	3,197 13 8	10,820 14 4

* Details of expenditure on the University are as follows:—

	1866-67.	1867-68.	Increase.	Decrease.
	Rs. a. p.	*Rs.* a. p.	*Rs.* a. p.	*Rs.* a. p.
Allowances to Examiners	31,709 10 3	26,688 8 –	– – –	5,021 2 3
Registrar's Salary	3,900 – –	3,000 – –	– – –	900 – –
Establishment of ditto	1,529 – –	1,668 – –	139 – –	—
Contingencies	7,490 3 1	4,867 11 10	– – –	2,622 7 3
Printing Charges	3,919 10 8	7,242 9 9	3,322 15 1	—
House Rent	660 – –	720 – –	60 – –	—
Temporary Increase	165 – –	180 – –	15 – –	—
Grain Compensation	41 12 –	45 12 –	3 4 –	—
Prizes and Medals	96 12 –	– – –	– – –	96 12 –
TOTAL – – – *Rs.*	49,512 – –	44,412 9 7	3,540 3 1	8,640 5 6
		Deduct Increase – – – *Rs.*		3,540 15 1
		Net Decrease – – – – *Rs.*		5,099 6 5

† Details of expenditure on Central Museum are as follows:—

	1866-67.	1867-68.	Increase.	Decrease.
	Rs. a. p.	*Rs.* a. p.	*Rs.* a. p.	*Rs.* a. p.
Salary of the Curator	‡8,448 6 2	1,960 – –	– – –	6,488 6 2
Establishment	1,106 8 –	1,668 – –	561 8 –	—
Contingencies	434 2 –	639 8 3	205 6 3	—
TOTAL – – – *Rs.*	9,989 – 2	4,267 8 3	766 14 3	6,448 6 2
		Deduct Increase – – – *Rs.*		766 14 3
		Net Decrease – – – – *Rs.*		5,721 7 11

‡ This is from 27th December 1864 to 31st March 1867.

Ratio of total Imperial Expenditure on Education and to Revenues, &c.

29. The total Imperial expenditure on education, science, and art in this Presidency, during the year under report, has thus been *Rs.* 9,35,444. 5. 7. This sum, when compared with the estimated revenues of the Bombay Presidency for the current year (namely, 8,97,78,400 rupees, *see* letter of the Government of India, No. 1,955, dated 4th April 1868) shows that a portion amounting only to about $1\frac{1}{25}$ per cent. on the Imperial taxation of this Presidency has been returned to the people in the shape of expenditure on education. This being the case, I am sorry to think that the small grants solicited by me for improvements in our professorial staff and other necessary objects have, solely on financial grounds, been withheld by the Government of India. This is especially to be regretted, because, as the Right Honourable the Secretary of State for India has observed in his Despatch No. 3 (Appendix LL.), "the Bombay Presidency, greatly to its credit, contributes a much larger amount (than any other Presidency) to education from its private resources."

30. The

30. The following Table shows the Grants awarded, during the year under report, to Private Institutions on the system of payments for results, as compared with those awarded in the year 1866-67:—

Number.	Name of Institution.	Amount.			
		1866-67.	1867-68.	Increase.	Decrease.
		Rs. a. p.	*Rs. a. p.*	*Rs. a. p.*	*Rs. a. p.*
1	Poona Seminary	485 - -	- - -	- - -	485 - -
2	Pensioners' School, Poona	350 - -	400 - -	50 - -	—
3	Bishop's School, Poona	590 - -	820 - -	230 - -	—
4	Scottish Orphanage, Mahim	830 - -	1,340 - -	510 - -	—
5	Anglo-Vernacular School, Hydrabad (Sind.)	710 - -	713 - -	3 - -	—
6	English Mission School at Surat.	1,143 - -	1,603 - -	460 - -	—
7	General Assembly's Institution, Bombay.	1,449 - -	1,743 8 -	294 8 -	—
8	General Vernacular School, Bombay.	55 8 -	38 - -	- - -	17 8 -
9	Indo-British Institution, Bombay.	1,214 - -	565 - -	- - -	649 - -
10	St. Mary's Institution, Byculla.	3,270 - -	2,615 - -	- - -	655 - -
11	St. Stanislaus's School, Bandora.	479 - -	853 - -	374 - -	—
12	St. Xavier's Boys' School, Cavel.	1,120 - -	1,225 - -	105 - -	—
13	St. Joseph's Girls' School, Cavel.	459 - -	461 - -	2 - -	—
14	Poona Convent School	2,180 - -	1,355 - -	- - -	825 - -
15	Free Church Mission Anglo-Vernacular School, Poona.	2,528 - -	2,770 8 -	242 8 -	—
16	Ditto, Vernacular (Hindustani) School.	53 8 -	65 12 -	12 4 -	—
17	Ditto, Vernacular (Marathi) School.	46 - -	65 12 -	19 12 -	—
18	Free Church General Assembly's Institution.	2,315 - -	1,573 - -	- - -	742 - -
19	Egutpoora School	115 - -	- - -	- - -	115 - -
20	Robert Money Anglo-Vernacular School, Bombay.	1,530 - -	- - -	- - -	1,530 - -
21	Ditto, ditto, Bombay	49 8 -	- - -	- - -	49 8 -
22	Church Missionary Society's Anglo-Vernacular School, Sharanpoor.	72 - -	209 8 -	137 8 -	—
23	Ditto, Vernacular School, Sharanpoor.	164 - -	62 12 -	- - -	101 4 -
24	Ditto, ditto, Malligaum	111 - -	51 - -	- - -	60 - -
25	Ditto, ditto, Kurachee	654 - -	521 8 -	- - -	132 8 -
26	Ditto, Vernacular School, Makmalabad.	25 8 -	10 12 -	- - -	14 12 -
27	Ditto, ditto, Pydhoni, Bombay.	60 - -	28 - -	- - -	32 - -
28	Ditto, ditto, Ketwadi, Bombay	48 - -	32 12 -	- - -	15 4 -
29	Ditto, ditto, Lower Mahim	32 - -	29 4 -	- - -	2 12 -
30	Ditto, ditto, Matoonga, Bombay	32 8 -	26 - -	- - -	6 8 -

Number.	Name of Institution.	Amount.			
		1866-67.	1867-68.	Increase.	Decrease.
		Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
31	Church Missionary Society's Anglo-Vernacular School, Malabar Hill, Bombay.	22 8 -	21 - -	- - -	1 8 -
32	Pensioners' School, Belgaum -	685 - -	335 - -	- - -	350 - -
33	St. Patrick's School, Kurrachee.	550 - -	1,645 - -	1,095 - -	—
34	Indo-British Institution, Kurrachee.	880 - -	- - -	- - -	880 - -
35	Sharanpoor African Asylum, being Capitation Allowance for 133 Africans.	- - -	1,330 - -	1,330 - -	—
36	St. John's School, Colaba -	- - -	270 - -	270 - -	—
37	Mission Vernacular School, No. I., Surat.	- - -	110 - -	110 - -	—
38	Ditto, No. II., ditto - -	- - -	76 8 -	76 8 -	—
39	Ditto, No. III., ditto - -	- - -	73 4 -	73 4 -	—
40	Ditto, No. IV., ditto - -	- - -	41 - -	41 - -	—
41	Ditto, No. V., ditto - -	- - -	19 - -	19 - -	—
42	Ditto, No. VI., ditto - -	- - -	13 - -	13 - -	-
43	Ditto, No. VII., ditto (Girls')	- - -	13 8 -	13 8 -	—
44	Mission Vernacular School, No. I., Gogo.	- -	82 - -	82 - -	—
45	Ditto, No. II., ditto - -	- - -	47 - -	47 - -	—
46	Ditto, No. III., ditto - -	- - -	19 8 -	19 8 -	—
47	Kurrachee, Marathi, and Guzerathi School.	- - -	29 - -	29 - -	—
	Add,— Grants given to the following Institutions in 1866-67, but drawn in 1867-68:				
1	Free Church General Assembly's Institution, Bombay.	- - -	2,315 - -	2,315 - -	—
2	General Assembly's Institution, Bombay.	- - -	1,449 - -	1,449 - -	—
3	Ditto, Vernacular, ditto, ditto.	- -	55 8 -	55 8 -	-
4	Church Missionary Society's Vernacular School, Ketwady.	- - -	48 - -	48 - -	—
5	Ditto, Mahim - - -	- - -	32 - -	32 - -	—
6	Ditto, Malabar Hill -	- - -	22 8 -	22 8 -	—
7	Ditto, Poidhony - -	- - -	60 - -	60 - -	—
8	Ditto, Matoonga - -	- - -	32 8 -	32 8 -	—
9	St. John's School, Colaba -	- - -	1,380 - -	1,380 - -	—
	TOTAL - - - Rs.	- - -	5,394 8 -	5,394 8 -	—
	GRAND TOTAL - - Rs.	24,308 - -	28,697 4 -	11,053 12 -	6,664 8 -
	Deduct Decrease - - - Rs.			6,664 8 -	
				4,389 4 -	
	Deduct Grants of 1866-67 drawn in 1867-68 - - - Rs.			5,394 8 -	
	Net Decrease - - Rs.			1,005 4 -	

The

The above statistics indicate, first, a decrease in the amount of grants obtained by many of the schools, in comparison with the previous year, owing to a slight increase in the strictness of the standards (*see* Major Waddington's Report, Appendix A 1); secondly, an extension of grants-in-aid under the system of payments for results to several schools outside of the Central Division. The standards have been strict, and strictly enforced, and yet we have had no complaints from school managers, though remarks on the system were invited by circular. On the whole, as changes will be avoided for the future, I think it may be considered that the results of the year show a favourable working and gradual consolidation of the system.

31. Passing on now to local sources of expenditure, the table given above (paragraph 4) compares the expenditure of local funds in detail for the year 1867-68 with that given in gross for the year 1866-67, showing an increase of actual expenditure from local sources of *Rs.* 20,12,277. 12. over that of the 11 previous months. The inspectors continue to give the most encouraging reports of the working of the local cess throughout the Presidency, which are fully borne out, first, by my own personal observation of the interest taken by the agricultural population in the schools established from this cess; and, secondly, by the statistics of the children of local cess-payers attending these schools, as follows:—

In the Central Division	21,369
In the Northern Division	15,567
In the Southern Division	10,906
In Sind	93
TOTAL	47,935

From these numbers we may surely be justified in concluding that in this Presidency, by means of the local cess, the problem has been solved how to reach with education the cultivator class, who form the masses of the population in India. Questions have arisen with regard to the character of the local cess, which have been stated (not, I think, quite fairly) by Mr. Howell in his "Note on the State of Education in India, 1866-67," paras. 28, 29, where the reader might be led to imagine that we have asserted the local cess to be "entitled to an equivalent contribution on the grant-in-aid principle." This was never for a moment asked or contemplated by this department, or the government of this Presidency. All that was asked was, that while the entire current expenses of local cess schools were met from the local cess, assignments for school buildings, made by local cess committees, might receive subsidies from the Imperial funds. The grounds for this claim were, 1st, that the assignments in question are made or withheld, at pleasure, by the local cess committees; 2ndly, that the local cess had been represented to the people to be a substitute for the contributions to buildings, which they used formerly to make; 3rdly, that in Bengal, where no local cess is contributed, the people can obtain subsidies for school buildings to which they subscribe. The Government of India has, however, continued to disallow these arguments. Another circumstance may be mentioned as unfavourable to the development of local cess schools, namely, that the very simple plan frequently submitted by me for entitling the schoolmasters to pension, by means of levying a per-centage on their salaries, so as to indemnify Government for the outlay, has never been adopted (*see* para. 26 of my report for 1866-67).

Withdrawal of Bombay Municipal Grant.

32. It was mentioned by me last year (para. 25) that an assignment of 10,000 rupees per annum had been made by the bench of justices in Bombay, for the extension of primary schools within the island. Subsequently it was discovered that this grant was illegal, the usual clause empowering the municipality to assign funds to educational objects, having inadvertently been omitted from the Bombay Municipal Act. The assignment was accordingly withdrawn. Disappointment and inconvenience to the people will be caused, unless by a short supplementary Act of the Legislature the necessary powers for renewing the assignment are given to the Bombay municipality.

Number under instruction, and cost to Government.

33. The table contained in para. 7 above, shows an average monthly attendance—

In Government institutions of	117,997·07
In aided institutions of	7,308·50
In private institutions (inspected only) of	7,856·3
TOTAL	133,161·87

The total population of the Presidency according to the last returns being estimated at 15,745,283, the number of pupils on the rolls of educational institutions inspected by this department bears to population a ratio of ·8,450 per cent.

The cost per head to Government on average daily attendance of pupils throughout the Presidency is, in—

Government Institutions.	*Rs. a. p.*
Colleges	493 3 9
High Schools	52 4 11
Middle Class (or Anglo-vernacular) Schools	6 5 7
Vernacular Schools	1 14 6

In aided institutions, on the system of payment for results, the cost to Government per head on average daily attendance is, in—

	Rs. a. p.
Colleges	—
High Schools	·6 – 3
Middle Class Schools	7 5 2
Vernacular Schools	1 8 4

Increase of schools and scholars.

34. The tables in paras. 8, 9 show a net increase of schools and scholars during the year as follows:—

	Schools.	Scholars.
Government Institutions	264	15,780
Aided Institutions	11	1,166
Inspected Institutions	66	3,497
TOTAL	341	20,443

The great increase is, of course, in Government Lower Class or Vernacular Schools, which number 25,514 additional pupils in the year under report. This is mainly due to the operation of the local cess, but partly also to the transfer of some 11,521 pupils from the head of Anglo-vernacular to that of Vernacular schools. This is explained below in paragraph 40.

Results of Inspectors' Examinations of schools, both Governmental and private, under prescribed standards.

35. The following Tables show the results of Inspectors' and Deputy Inspectors' examinations of all schools throughout the Presidency:—

RESULTS of Inspectors' Examinations of Government and Aided Schools under Prescribed Standards.

EUROPEAN AND EURASIAN SCHOOLS.

	Number of Scholars Examined.	NUMBER OF SCHOLARS PASSED.																			
		STANDARD I.		STANDARD II.				STANDARD III.						STANDARD IV.				STANDARD V.				STANDARD VI.
		1st Head.	2nd Head.	1st Head.	2nd Head.	3rd Head.	Needle Work.	1st Head.	2nd Head.	3rd Head.	4th Head.	5th Head.	Needle Work.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	Matriculation.
Government Schools	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	—
Aided Schools	975	9	227	258	214	251	4	152	222	177	161	96	74	42	41	38	37	7	12	8	–	—
TOTAL	975	9	227	258	214	251	4	152	222	177	161	96	74	42	41	38	37	7	12	8	–	—

STANDARD I.

1st Head.—Multiplication Table and Simple Addition.
2nd Head.—Reading easy Child's Book and writing words of one syllable.

STANDARD II.

1st Head.—Arithmetic—first four rules.
2nd Head.—Reading easy Narrative.
3rd Head.—Writing large hand.

STANDARD III.

1st Head.—Arithmetic to Rule of Three inclusive.
2nd Head.—Writing fair Small Hand.
3rd Head.—
(a) Repetition of *100 lines* of easy Poetry.
(b) Reading, as of Newspapers.
4th Head.—Writing to Dictation from the same.
5th Head.—
(a) Outlines of History of India.
(b) Geography of Asia.

STANDARD IV.

1st Head.—Mathematics—
(a) Arithmetic to Vulgar and Decimal Fractions.
(b) Euclid to the 10th Proposition 1st Book,
(c) Algebra up to Multiplication and Substraction.
2nd Head.—English—
(a) Reading and explanation of easy English Classics.
(b) Recitation of Classical Poetry (300 lines).
(c) Dictation, including Handwriting.
(d) Grammar, Rules of Syntax.
3rd Head.—Second Language, *i.e.*, either Latin, Sanskrit, or any Vernacular Language.
Written Translation into English of Easy Sentences.
4th Head.—
(a) Outlines of History of England.
(b) Geography of Europe.

STANDARD V.

1st Head.—Mathematics—
(a) Arithmetic, complete, with Mensuration.
(b) Euclid, 1st Book, with Simple Deductions.
(c) Algebra to Simple Equations.
2nd Head.—English—
(a) Paraphrase of English Poetry.
(b) Grammar and Analysis of Sentences.
(c) Composition on a given Subject.
3rd Head.—Second Language, *i.e.*, either Latin, Sanskrit, or any Vernacular Language.
Written Translation into English from any ordinary School Book, and *vice versâ*.
4th Head.—
(a) Outlines of Universal History.
(b) General Map Drawing.
(c) Physical Geography.

STANDARD VI.

Matriculation.

Anglo-Vernacular Schools.

	Number of Schools Examined.	Number of Scholars Passed.																		
		Standard I.			Standard II.				Standard III.				Standard IV.				Standard V.				Standard VI.
		1st Head.	2nd Head.	3rd Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	Matriculation.
Government Schools.	8,154	2,177	1,270	1,570	1,558	1,143	1,300	914	615	560	490	364	382	389	316	278	156	150	100	128	102
Aided Schools	1,792	430	344	482	382	341	304	74	198	176	148	49	90	74	61	56	48	38	49	26	19
Total - -	9,946	2,607	1,614	2,052	1,940	1,484	1,604	988	813	736	638	413	472	463	377	334	204	188	149	154	121

Standard I.

1st Head.—Arithmetic—Four simple Rules.
2nd Head—English—
(*a*) Reading of 1st and 2nd Books with explanation.
(*b*) Spelling easy words.
(*c*) Writing large hand.

3rd Head.—Vernacular—
(*a*) Reading 3rd Book with explanation.
(*b*) Writing easy words.

Standard II.

1st Head.—Arithmetic; Reduction, and four compound Rules.
2nd Head—English—
(*a*) Reading and explaining 3rd Book.
(*b*) Writing half-text.
(*c*) Grammar; Parts of Speech.
(*d*) Written translation into English of easy sentences.

3rd Head.—Vernacular—
(*a*) Reading 4th Book with explanation.
(*b*) Writing.
(*c*) Grammar; Declensions and Conjugations.

4th Head.—
(*a*) Local History, *i.e.*. History of the Province, &c.
(*b*) Geography of India.

Standard III.

1st Head.—Arithmetic to simple Proportion and Interest inclusive.

2nd Head.—English—
(*a*) Reading 4th Book with *viva voce* explanation in English or Vernacular.
(*b*) Parsing easy sentences.
(*c*) Writing fair small hand.

3rd Head.—Vernacular—
(*a*) Reading Senior School Books with explanation.
(*b*) Writing easy sentences to dictation.
(*c*) Easy Parsing.
(*d*) Written translation into English from any ordinary School Book.

4th Head—
(*a*) Outlines of History of India.
(*b*) Geography of Asia.

Standard IV.

1st Head.—Mathematics—
(*a*) Arithmetic to Compound Proportion and Vulgar and Decimal Fractions.
(*b*) Euclid to the end of the 10th Proposition, 1st Book.
(*c*) Algebra; Multiplication and Subtraction.

2nd Head.—English—
(*a*) Reading Senior School Books with explanation.
(*b*) Dictation, including Hand Writing.
(*c*) Grammar; Common Rules of Syntax.

3rd Head.—Vernacular—
(*a*) Translation from English into Vernacular, or *vice versâ* of any Senior School Books.
(*b*) Writing to Dictation from the same.
(*c*) Grammar of sentences.

Head—
(*a*) Outlines of History of England.
(*b*) Geography of Europe.

Standard V.

1st Head—Mathematics—
(*a*) Arithmetic complete.
(*b*) Euclid, 1st Book, with simple Deductions.
(*c*) Algebra to Simple Equations.

2nd Head.—English—
(*a*) Reading and Explanation of the simpler English Classics.
(*b*) Paraphrase.
(*c*) Grammar and analysis of sentences.

3rd Head.—Vernacular—
(*a*) Translation from English into Vernacular, or *vice versâ*.
(*b*) Paraphrase of Vernacular Poetry taken from ordinary School Books.
(*c*) Vernacular Grammar and Idioms.

4th Head—
(*a*) Outlines of Universal History.
(*b*) General Map Drawing.
(*c*) Physial Geography.

Standard VI.

Matriculation.

VERNACULAR SCHOOLS.

	Number of Scholars Examined.	Number of Scholars Passed.											
		Standard I.			Standard II.			Standard III.				Standard IV.			
		1st Head.	2nd Head.	3rd Head.	1st Head.	2nd Head.	3rd Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.
Government Schools	69,999	15,287	1	16,404	8,755	9,760	6,276	5,331	5,623	6,289	4,496	1,193	1,342	1,718	1,039
Aided Schools -	998	198	115	214	200	218	126	81	97	131	44	–	–	–	–
Total - - -	70,997	15,485	15,440	16,618	8,955	9,978	6,402	5,412	5,320	6,420	4,540	1,193	1,342	1,718	1,039

Standard I.	Standard II.	Standard III.	Standard IV.
1st Head.—Arithmetic—Addition and Multiplication Tables.	1st Head.—Arithmetic—Four Simple Rules.	1st Head.—Arithmetic up to Rule of Three.	1st Head.—Arithmetic complete.
2nd Head.—Writing Syllables.	2nd Head—	2nd Head.—Writing to Dictation from a Senior School Book.	2nd Head.—Vernacular Writing from Dictation.
3rd Head.—Reading 1st and 2nd Books.	(*a*) Writing simple words.	3rd Head.—Reading and Explanation of 4th Book.	3rd Head—
	(*b*) Reading and Explanation of 3rd Book.	4th Head—	(*a*) Reading Current Vernacular Literature.
	3rd Head.—Definition of Geography and Elementary Geography of the Presidency.	(*a*) Local History, *i. e.*, History of the Province.	(*b*) Paraphrasing Vernacular Poetry taken from ordinary school books.
		(*b*) General Elementary Geography.	(*c*) Vernacular Grammar.
			4th Head—
			(*a*) History of India.
			(*b*) Map Drawing.

These tables will show exactly to any one who takes the trouble to examine them, what has actually been achieved in the way of educating the people of this Presidency. The Bombay Department of Public Instruction is unique in the employment of standards of this kind, and the system is still, even with us, in its infancy. But I need hardly dilate upon its advantages. The statistics which it affords stand in marked contrast to the vague qualitative epithets, such as "good," "excellent," "indifferent," applied to whole schools, under other systems, which give no clue to the exact meaning of these terms, and no guarantee that any two inspectors have a common criterion. In many cases, as may be seen by consulting the detailed tables in Appendix A, our system exhibits "the nakedness of the land." But if such returns were available from all parts of India, how much more definite would the information in the annual "Note on the State of Education in India" become!

On the present state of Government Institutions.
(*a*) Arts Colleges.

36. The prominent fact in reference to the Government Arts Colleges, which now comes under observation, is the great advance in numbers and in University success made by the Elphinstone College during the year under report.

At the end of 1866–67, the numbers on the rolls of Elphinstone College were - - - - - - - - - - - 106

At the end of 1867–68 - - - - - - - - - - 153

The number of Elphinstone College Students obtaining the B. A. Degree in 1866–67 was - - - - - - - - 9

In 1867–68 - - - - - - - - - - - - 18

For these results Mr. Chatfield, who has for two years administered Elphinstone College with much ability, deserves great credit.

Last year I reported that our college professors were too few in number, a point noticed by the Right Honourable the Secretary of State for India in his Despatch, No. 3, paragraph 7 (*see* Appendix LL). The disproportion of teaching power to the number of students in Elphinstone College has now become almost ludicrous. I subjoin

in a foot-note extract* from my letter, No. 2898, to the address of Government, under date 18th January last, copy of which was forwarded to the Government of India, who, I regret to say, have not yet acceded to my proposals.

37. The Secretary of State animadverts on the misappropriation of Elphinstone Funds, so often pointed out by me. It now turns out that the so-called Trustees of the Elphinstone Funds have no legal status, being self-elected and without the authority of a trust-deed. An Act of the Legislature will, I believe, shortly be passed to define the position of these funds. When this is done, it may be hoped that Elphinstone College may be placed on a more worthy and assured footing.

Deccan College.

38. Three years ago it was thought that Poona College was gaining on Elphinstone College in numbers and success (*see* paragraph 46 of my Report for 1865–66). This expectation, however, has not been realised. In both respects the Deccan College keeps a moderate second position. Reasons are assigned by the acting principal in his Report (*see* Appendix B 2), for the apparently arrested condition of the Deccan College. The superior intelligence of the inhabitants of the metropolis seems to me to be the chief cause of the larger attendance at Elphinstone College, though the attractions of the law classes may have also operated in drawing matriculated students from the Mofussil to Bombay. It will be observed that in the above lines the name "Deccan College" is substituted for the old name of Poona College. This change of name is connected with the recent removal of the college establishment into a handsome building at some distance from the city of Poona, built with the aid of the liberality of Sir Jamsetje Jejeebhoy. One notable result of the opening of this collegiate building has been, that almost the entire body of the students have taken up their residence in the college premises. They have further signalised their distinctive character by the adoption of academical gowns, which, though a small matter in itself, may be taken to indicate a proper spirit of pride in the college to which they belong.

(b) High Schools.

39. An increase has been made in the number of the high schools under the inspection of this department, by the addition of second grade schools at Rajkote and Kolhapur.

A general

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* The number of students, which was 104 at the end of the last official year, has risen to 164. The subjects actually taught to them are English, Latin, Sanskrit, Mathematics, History, Logic, Moral Philosophy, Political Economy, Chemistry, and higher Mathematics, and in each of these subjects it will be seen that there are three or four different stages of attainment, and a corresponding number of different classes to be taught. Altogether about 36 classes have to be taught separately, and as each class ought to have at least three hours per week, the result is that (besides the hours to be spent in examination, looking over compositions, &c.) 108 hours of actual lecturing or teaching have to be provided in each week. To meet this demand we have—

1 Principal, who is Professor of Moral Philosophy.
1 Professor of English Literature.
1 Professor of Mathematics.
1 Professor of Sanskrit.
1 (half-time) Professor of Chemistry.
6 Dakshina Fellows.

The Dakshina Fellows are in fact pupil teachers, for they are invariably graduates in Arts who are preparing for the Master of Arts, or the Bachelor of Laws, degree. Only six hours' teaching per week is exacted from each of them, which gives a total of 36 hours, leaving 72 hours to be divided amongst five Professors. Of these, the Chemistry Professor belongs to another college, and gives half time teaching to the Elphinstone College students—six hours per week, leaving 66 hours to be divided among the four substantive Professors. But 12 hours of actual lecturing or teaching (exclusive of examinations, the corrections of exercises, &c.) is the outside which ought to be demanded of any Professor. So we have a deficiency of 18 hours' teaching per week below the present wants of the College, and without any allowance being made for the sickness or absence of any Professor during any time in the year.

But, besides this deficiency of the staff, looked at merely as so many officers, able to work so many hours in the week, it will be seen the existing staff is quite inadequate to meet the wants of the students as regards speciality of subjects. We have 89 students in the College learning Latin, at various stages, from the rudiments up to the M.A. Standard. And we have no Professor, or regular teacher, of Latin at all. Latin is taught as a supererogatory subject by the Professors of Moral Philosophy, English, and Sanskrit. Again, we have 147 students taking up different branches of history, the highest class having to prepare for the M.A. standard, which is scientific and very difficult, and yet we have no Professor of History, though a wise teaching of this subject is a matter of political importance.

Again, besides the classes actually existing, there are other classes which would be formed, but for the absolute want of any means for their instruction. I mean especially classes in *Arabic*, which are required by the increasing numbers of Mahomedan students. These students are now compelled against their inclination to take up Latin, though Arabic is laid down in the University course as one of the alternatives to Sanskrit or Latin.

Under all these circumstances, I trust that I shall not be thought to be asking too much if I repeat my former proposals for Elphinstone College, and solicit Government to sanction for that College the appointment of a Professor of Latin and a Professor of Semitic languages on a salary of 600 rupees per mensem each. A Professorship of History and Political Economy I hope soon to see provided for by redistribution of Elphinstone Funds, hitherto applied by the Trustees to the payment of their Secretary and his establishment.

In asking for a Professor of Semitic languages, I have in view the wants of Jewish students, who may be expected to join the College, and who will wish to take up Hebrew for their University examinations; but above all things, I look to the encouragement of the education of Mahomedans throughout the Presidency, especially in Sind. I would beg to point out that this one Professor of Semitic languages, now solicited, is meant to do for Bombay at an expense of 7,200 rupees per annum, as far as possible, what the Arabic Department of the Calcutta Madrissa College does for Bengal, at an expense of 13,500 rupees per annum.

A general improvement is observable in previously existing Government High Schools, as shown by the numbers of boys matriculated in 1867-68, being 108 against 65 in 1866-67.

Far the greatest advance, however, has been made in the Elphinstone High School, which, under the able management of Mr. Kirkham, the Principal, has increased its numbers on the rolls from 561 to 744, and its matriculations from 19 to 42. Rutnagherry and Dhoolia (second grade) High Schools have maintained their excellent state of organisation under Messrs. Ramkrishna Gopal Bhandarkar, M.A., and Vithal Narayan Pathak, M.A., respectively. The High School at Surat has now been placed under Mr. Best, B.A., of the University of Oxford, who, it is hoped, will succeed in raising its condition.

(c) Anglo-Vernacular Schools.

40. An attempt was made in the year under report to introduce an improvement in 2nd Grade Anglo-Vernacular Schools (*see* my Circular, Appendix G 2). The object of the order was to deal with the numerous schools throughout the country, in each of which a small class, sometimes of six, five, or even three boys were allowed to learn a little English. This they could only do most imperfectly, generally imbibing faults of accent and idiom from their teacher, which proved afterwards a real obstacle to their ever acquiring the language properly. It was accordingly ruled, (1st) that no boy should begin learning English in a Government school till he had passed Standard III. in his own vernacular; (2nd) that a fee of one rupee should be charged to each boy learning English; (3rd) that except where a class of 20 English-learning boys could be formed under the above conditions, no English should be taught in vernacular schools. This rule, however, was kept in abeyance, as far as Sind was concerned, on account of the backward state of that province. In the other divisions the inspectors report on its working as follows:—

Major Waddington says (para. 13), "Much objection has been raised to the order of this department fixing a fee of one rupee for all boys learning English, but I feel convinced that the measure will ultimately prove beneficial. From the increased resources from fees we shall be able to provide really good teachers of English. In the city of Poona it has led to the establishment of three private schools, and two have also been opened at Alibag and Bhewndy, but I do not know that this is at all to be regretted. Ráo Saheb Narayen Bhai, Deputy Educational Inspector of Poona, and the Deputy Educational Inspector of Nuggur are of opinion that the higher fees will really prohibit the acquisition of English, but the other deputies are not of this opinion. They think that in a very short time the numbers learning English will again increase, and will be far in excess of what they have ever yet been, when really competent masters are engaged. I myself lean to the latter opinion, and see signs of an increase already."

Mr. Curtis says (para. 13), "A decrease of 314 in those studying English, is due:—

"1st, to the increase of the fee for English instruction in 1st and 2nd class Anglo-Vernacular schools.

"2ndly, the fact that no money is available, from either Imperial funds or the local cess, for the improvement of Government schools, to which English is taught.

"3rdly, to the strict enforcement of the rule, that no boy should be allowed to commence the study of English until he has passed in the 3rd Vernacular Standard; and in Ahmedabad, to the opening of an English school, in which the fee is nominal, by the missionaries located in that city. The *decrease* is, in my opinion, temporary only, and next year will show a different result.

"Last year, 10 per cent. of those under instruction were learning English; this year 7·7 per cent. only."

Mr. Russell says (para. 9), "Since the operation of the Director's recent order, English teaching is generally stopped in the Anglo-Vernacular schools, as the people will not pay the enhanced fee, neither can the boys generally come up to the Director of Public Instruction's recent requirements, in this division at least, as regards numbers attending, and proficiency in their vernacular."

It will be seen that two of the inspectors think that the "panic," caused by the change, would be merely temporary, and that in a short time the numbers learning English would soon rise again, even under the new conditions, to their former proportions. I myself was of the same opinion. I thought that most persons above the lowest class of labourers (for whom instruction in English is hardly attended) would not find much difficulty in paying 24 *s.* per annum for learning a foreign language; and I thought that if this fee were paid we should be able to provide qualified teachers, who would be able to impart something better than the incorrect smattering of English which has hitherto characterised our 2nd Grade Anglo-Vernacular schools. By fixing the minimum number of an English class at 20, I intended to prevent the waste of a master's time, in endeavouring to teach a particular subject to a very small section of his school. But finding that the rule was misunderstood, and was considered harsh, by the people, I have for the present abated the terms prescribed, fixing the minimum fee for English at eight annas per mensem, and the minimum number of an English class at 15; and I hope that, under this compromise, the transition to a better condition of the Anglo-Vernacular schools may be effected. The actual operation of the rule, as first issued, is shown in a decrease of 11,521 in the numbers of pupils in Government Middle Class Schools, these schools having been reduced

to vernacular (or primary) schools, and in a decrease of English-learning pupils as follows:—

In the Central Division	-	1,172
„ Northern „	-	314
„ Southern „	-	187

Of course the above decreases do not affect the net increase of 15,780, which we show in the pupils of Government schools, and I do not believe that the extension of English in the Presidency has been really retarded.

(*d*) Colleges for special Education (Grant Medical College).

41. The Medical College of the Presidency continues in an unsettled and unsatisfactory condition, as may be gathered from the small number of candidates presenting themselves for medical degrees. The College shows, it is true, signs of beginning to attract native students, but on the other hand the whole scientific character of the Institution appears to me to have been seriously threatened during the year under report—(1st) by the G. O. G. I. No. 370 of 4th April 1867, which attaches the professorial chairs of Grant Medical College to certain presidential appointments in the Medical Department, (2nd) by the action of the Inspector General, Medical Department, who has shown a tendency to assume the control of the College, treating it rather as a mere training school for subordinate officers in the Medical Department, than as an educational institution for the diffusion of the science of medicine in this Presidency. On the working of the order of the Government of India above mentioned, the Acting Principal, in his Annual Report, offers no special observation, but I must say that in his complimentary remarks (doubtless in many cases well merited) on the staff of college professors, he has omitted to record that difficulty has been found in obtaining lectures on Materia Medica, owing to the Medical Storekeeper of the Presidency, who was, under the order in question, made *ex officio* Professor of Materia Medica, having declined to deliver lectures on that subject. I may here observe that the Annual Reports of Grant Medical College have frequently appeared to me to be characterised by a military reserve, which has rendered them less interesting and instructive than the reports from other sections of this department. It is clear now that the Grant Medical College holds an anomalous position, being regarded by those connected with it, half as an educational, and half as a military institution. In the latter capacity it might no doubt perform useful functions, but I am humbly of opinion that if Government wish the College to play a worthy part in the diffusion of European civilization in this country, they will reconsider the order which makes it a mere appendage of the Military Medical Department. It seems natural that the professorships in the College should be regarded as purely scientific appointments, to be filled up irrespectively of the claims of military service. Unless this principle be adopted, I should hardly expect to see the College ever emerge from its present mediocre position as an educational institution.

Poona Civil Engineering College.

42. Sanction has at last been obtained from the Government of India for an increase in the staff of this inadequately-provided College. But, up to the present date, only one European professor, who is also principal, has been available for teaching or superintending the various branches of the peculiarly European science of engineering. To this deficiency of teaching power, and also to the novel character of the examinations, I attribute the failure of all candidates from the college to obtain the degree of licentiate during the year under report. The Engineering College has been recently moved into a new and suitable collegiate building erected by Government with the aid of a donation from Mr. Cowasjee Jehanghier Readymoney, the munificent benefactor, in so many ways, of this department.

Government Law School.

43. The law classes appear to have gone on prospering. They were attended by 59 students at the beginning of the year under report, and by 79 students at the end, of whom eight were masters of arts and 27 bachelors of arts, the rest being undergraduates of the university. Three candidates from this school passed the university LL.B. Examination.

(*e*) Normal Schools.

44. The five normal schools of the Presidency are entirely devoted to the training of masters for vernacular schools. For English masters of all grades we look to the high schools and the university. The best instrument for improving the normal schools, I conceive to be the standards of examination prescribed by the department. Thorough training in the requirements of these standards will best qualify the students for the performance of their limited duties, as vernacular schoolmasters. To this point attention has recently been given. The Poona Training College, the late principal of which was rather an able scholar than a practical educationist, has, since his promotion to be reporter on native newspapers, been placed under Ráo Saheb Narayen Bhai Dhandekar, late deputy educational inspector, from whose great practical experience of the requirements of schools, and his habit of managing schoolmasters, much improvement of the training college may be expected. It has been found difficult hitherto to get youths of any intelligence to enter this institution, but by degrees, as the department settles down in its organisation, and especially when arrangements have been made for granting pensions to the masters of local cess schools, this difficulty will cease.

(*f*) Female Schools.

45. By the Resolution No. 1040 of the Government of India, under date 7th December 1867, the sum of 10,000 rupees per annum was granted as an annual Imperial assignment for female

female education in this Presidency. This sanction, however, arrived too late in the year to admit of full advantage being taken of it.

The following tables will show the advance made in female education during the year under report:—

Expenditure on Female Schools.

	1866-67.	1867-68.	Increase.	Decrease.
	Rs. a. p.	*Rs. a. p.*	*Rs. a. p.*	*Rs. a. p.*
Imperial	3,446 – –	3,774 11 –	328 11 –	—
Local	4,214 4 9	12,585 2 1	8,370 13 4	—
TOTAL *Rs.*	7,660 4 9	16,359 13 1	8,699 8 4	—

Increase in Female Schools and Scholars.

	Schools.		Increase.	Scholars.		Increase.
	1866-67.	1867-68.		1866-67.	1867-68.	
Government	61	97	36	1,935	3,458	1,523
Aided	12	15	3	1,193	1,393	200
Inspected only	17	30	13	902	1,413	511
TOTAL	90	142	52	4,030	6,264	2,234

In the Southern Division, owing to the creditable exertions of the deputy Inspectors, new female schools, both Brahman and Lingayet, have been started, the cost being defrayed out of local cess. In the Northern Division Mr. Curtis reports that "an increase of 32 female schools, and of 1,417 girls under instruction, without any addition to the Imperial funds available for this purpose, shows that the desire for female education is steadily increasing, and this too in all parts of the division."

Major Waddington reports on the female schools of the Central Division. "The interest taken in them by the people themselves is always superficial, often feigned, and except at the Presidency (and even there only among the Parsees and a few of the more highly-educated Hindoos), I see no evidence of a real earnest desire on the part of the people in general for the education of their female children."

I must say that my own observation would lead me to coincide in the opinion of Major Waddington. It has always appeared to me that female education is a reality with the Parsees, and a pretence with the Hindoos, though less so with the Guzerathi than with the Marathi-speaking people. The best chance for the gradual improvement of Native girls' schools would be that resident European ladies should take a business-like interest in them, free from all proselytizing intentions. It is, unfortunately, seldom that this can be expected. But my best thanks are due to influential ladies at Tanna and at Dhoolia, for the improvement they have effected in the girls' schools of those places.

Plan for a Female Normal School.

46. The proposal, mentioned in para. 46 of my last annual report, for the establishment of female Normal schools in this Presidency did not obtain sanction during the year under report. Recently, however, a modified sanction for 12,000 rupees. per annum to establish a female Normal school in the town of Bombay has been received. The Secretary of State has been applied to for the appointment of a qualified mistress or superintendent, under whom Anglo-vernacular masters will be appointed. We are as yet quite in the dark as to the sort of pupils who will enter this institution. I should be inclined to think that the wives of school masters would be among the most appropriate and promising pupils. But it may turn out that the apparent difficulties of the experiment will diminish on actual trial.

State of aided institutions.

47. Aided institutions, like the Government institutions, must be judged from the table of results of examinations (paragraph 35). From this it would appear that Standard I. for Anglo-vernacular schools is of all the standards the one under which most pupils from aided schools passed. This would indicate that aided schools devote most of their strength to elementary instruction, supplemented by a little English. In purely vernacular instruction the aided schools show remarkable weakness as contrasted with the results of Government institutions. No student from any aided institution appears to have succeeded in passing any of the higher university examinations during the year. Nineteen students from these institutions matriculated in the university.

Education of European and Indo-British children.

48. It will be observed that of the 46 schools aided, during the year, on the system of payments for results, no less than 13 are schools for European and Eurasian children, and that out of 16 new applicants for grants, registered for examination during the year 1868-69, as many as six are of the same character, altogether 19 out of 59. Again, out of the Imperial expenditure on school buildings during the year (*Rs.* 1,25,713. 7. 9) no less than 40,000 rupees have been assigned to buildings for European and Eurasian schools on the principle of Lord Canning's Minute. There is certainly no direction in which the Department of Public Instruction in Bombay has more developed recently, than in that of providing or aiding education for children of British or Indo-British parentage. The allowances of special grants to boys of such parentage, who pass under the higher standards, and are willing to study for, and in, the University, have been successful in encouraging a class of persons who had previously kept aloof from liberal education, to enter high schools and colleges, and, side by side with Brahmans and Parsees, to study arts, medicine, and civil engineering. Sixteen of these exhibitions are now held by boys, who will, I trust, introduce a new element into the colleges, and associate on terms of fellowship and equality with the native students.

Education of Native Princes and Sirdars.

49. I have received from time to time favourable accounts of the progress of the young Raja of Kolhapur, under his Governor Captain West, and his tutor Mr. Jamsetjee N. Unwala, M.A. Mr. Bellairs at Belgaum seems to have done good service in superintending the education of the young Chief of Miraj. Major Waddington in his Report (Appendix A. 1) records the attendance of some young Marathi Sirdars at Government Schools of the Deccan and Concan. And at Ahmedabad a boarding-house for minor talookdars is being established by the Settlement officer, in connection with the high school. The above facts are only beginnings in a right direction. It would be well if systematic rates could be laid down for the attendance of all wards of Government at public places of instruction, under suitable arrangements according to their respective positions.

Popular Education in Native States.

50. Popular education has been extended and improved in the native States of Kolhapur and Miraj, under Colonel Anderson. And Mr. Curtis, in his report (Appendix A. 2) speaks enthusiastically of the spread of education in Kattyawar and Reva Kanta.

Sale of school books.

51. The Curator's Report, embodied above in paras. 15–18, shows the steady and satisfactory growth of operations in the sale of school-books, 1,43,526 rupees having been paid into the Treasury during the year, on account of these sales, against 1,25,353 rupees in 1866-67, and 98,904 rupees in 1865-66.

Encouragement of Literature.

52. Appendix K. shows the expenditure of *Rs.* 15,708. 4. on the encouragement of literature. Perhaps the most important work patronised during the year is the Zend Pahlvi Glossary of the Destur Hoshangji Jamaspji, revised by Dr. Haug, and printed in Germany. And next in interest stands the splendid photographic work on the Architecture of Ahmedabad, Bejapoor, Dharwar, and Mysore, edited by Mr. T. C. Hope. The rest of the works that appear in the list will speak for themselves. I have now to notice for the first time the attempt to translate Shakespeare into Marathi. A difficulty as to the proper method of presenting Shakespeare to native readers has been experienced. Some scholars of this country are of opinion that Shakespeare should be adapted to India, by turning his kings and courtiers into Rajahs, Brahmans, &c., and by laying the scene at Oojeen or some other classical town of ancient India, the customs and incidents of the plays being analogically altered. Others think that Shakespeare may be translated into the vernacular languages. A specimen of each method appears in the list of patronised works, "Othello" having been translated into Marathi by the late Mr. Mahadeo Shastri, and "The Taming of the Shrew," adapted by Mr. Sakharam P. Pandit under the name of "Sherás Savásher" (an idiom answering to our "diamond cut diamond"). Each experiment is in its way interesting, the former (the translation of "Othello") being, of course, the most elaborate and difficult.

Sanskrit Series of Professors Bühler and Kielhorn.

53. The series of Sanskrit classics projected about three years ago, and already twice reported on by me, has been successfully carried on in the year under report. *Panchatantra*, Books IV. and V., have been brought out, and the remainder is nearly ready. An important work (to students of Sanskrit grammar), the *Paribhâsendusekhara* of Nagojibhatta, has been edited, with critical and explanatory notes, by Professor Kielhorn, and will shortly appear. *Raghuvams' a*, edited by Mr. Shankar P. Pandit, is in the press. Subsidiary to the above series I may mention that an excellent *Second Book in Sanskrit*, for the use of High Schools, has been brought out by Mr. Ramkrishna G. Bhandarkar.

Revision of school-book series,

54. Among other pieces of work for the improvement of this Department, accomplished during the year, I may mention the careful revision of the Gujarati series of school-books by a committee of scholars, presided over by Mr. T. C. Hope, C.S., Collector of Surat. The series after revision was stereotyped. A similar revision of the Marathi series has been set on foot. As the successive school-books form an important *item* in our "Standards," it is obviously necessary that they should be made not only as good as possible, but also duly proportionate in respect of difficulty. I should long since have instituted a revision of our English School Series, had I not expected that the authorities of the Clarendon Press, according to announcements made in 1865, would, ere this, have brought out a series of English reading books, which might serve, in some respects as a model, or an assistance

assistance to us. I hope that the revision of the Bombay English Series may now be undertaken.

Canarese and Sindhi school-books.

55. In Canara and Sind the question is not of revising, but of creating, appropriate school-books. The newly established Canarese Translator to Government will doubtless supply what is wanted in this respect for the Southern Division. In Sind an important step in the interests of education has recently been taken by the drawing up of a Hindu-Sindhi alphabet in which school-books may be printed. Hitherto the Hindu community of almost each separate village in Sind has had its own conventional alphabet. The official alphabet, alone used for printing, is a modification of the Arabic character. Most Hindus, feeling a repugnance to the alphabet of the Koran, have on this account kept aloof from the schools in Sind. But this difficulty will now be removed.

Study of Sanskrit.

56. The numbers returned as studying Sanskrit in schools throughout the Presidency are 1,899, against 1,747 in the previous year. This increase (which, of course, does not include college students) is entirely due to progress in this respect made in the Northern Division, where Mr. Curtis reports an increase of 277 Sanskrit-learning pupils. In other parts of the Presidency there has been a falling off in Sanskrit pupils; a fact which I can only account for by referring to the opinion of the Deputy Inspectors, mentioned in my last year's Report (para. 58), that the taste for Sanskrit is dying out among the people, except such of them as come within the influence of the University.

Study of Latin.

57. At the High Schools of the Presidency 212 boys are returned as learning Latin, against 104 in 1866–67. This is not to be taken as an indication that Latin will supersede Sanskrit in our schools. There is ample room for both languages, and it is chiefly the Parsee students who will avail themselves of any facilities that may be afforded for learning Latin. The above small increase only shows that a step has been taken in a previously neglected direction. The recently established Gilchrist Scholarships will doubtless give some encouragement to the study of Latin throughout India. It is to the credit of Bombay, that when an examination for these Scholarships, including Latin as a subject, was announced to be held in January 1868, five native students from this Presidency came forward as candidates, but, as no candidates from the other Presidencies were to be found, the examination was postponed.

Physical Education.

58. Three or four gymnasia have been opened during the year in connection with different High Schools. A beginning has been made, with the full sympathy of the people, towards the systematic introduction of something like Physical Education.

Education in Industrial Art.

59. Sir Jamsetjee Jejeebhoy's School of Industrial Art, an aided institution, which has now existed about 11 years, has of late been working efficiently, though susceptible in some respects of improvement. This school numbers 74 students, divided into two classes,—the first, 41 in number, going through an elementary and general course; the second, 33 in number, a special and more advanced course. The Elementary course, obligatory on all, embraces the following subjects:—

1. (*a.*) Elementary Ornament.
   (*b.*) Practical Geometry.
2. (*a.*) Advanced Ornament.
   (*b.*) Linear Perspective.
3. Shaded Drawing (free and rapid) from the round.
   (*a.*) From Foliage.
   (*b.*) From Figures.

The special course consists of—

1. Architecture—
   (*a.*) General.
   (*b.*) Gothic Ornament from Prints, with instruments.
   (*c.*) Ornament from Casts.
2. Drawing from Antique.
3. Wood Engraving.

In addition to these two courses the school contains a Practical Department consisting of three *ateliers*—Sculpture, under Mr. Kipling; Decorative Painting, under Mr. Griffiths, and Metal-work, under Mr. Higgins. These *ateliers* are attended altogether by about 50 students, all of whom receive stipends, and may be regarded as apprentices, though unbound, and frequently leaving after short periods of instruction. Each of the three artists above named has been highly successful in teaching his own particular department to a limited number of pupils. An exhibition of Fine Arts, held in Bombay in February 1868, contained several most creditable specimens of metal-work, mouldings, and decorative painting executed by the students. A good deal of work has been turned out of

the *ateliers* for various buildings in course of preparation, and more might have been produced had the Public Works Department condescended to make greater use of these artistic establishments. The school was visited, by order of Government, during the year, by Captain Hancock, R.E., and Major Waddington, who have made many suggestions for its improved organization.

Conditions and prospects of the Educational Service.

60. The discussion begun in the previous year has been continued (*see* App. H.) on the conditions and terms of the Educational Service in this Presidency. The Government of India, I regret to say, has continued to disallow the modest proposals submitted by me and approved by the Local Government. The higher educational officers serving under me cannot but feel it to be an injustice that gentlemen of precisely the same standing and qualifications with themselves are allowed much higher rates of pay in Bengal, where, at the same time, the cost of living is lower. They also justly complain that they are in an inferior position in point of pension to military chaplains, and that by recent orders they have been rendered liable to loss of employment at six months' notice. This department has received all reasonable consideration and sympathy from the Government of Bombay, as also from the Right Honourable the Secretary of State for India, and I am not without hope that a reconsideration of the question may end in the introduction of a new order of things, which shall give an assured future to education in this Presidency.

"Notes" on the state of Education in India.

61. Since the publication of my last report two "Notes" on the state of education in India, for the years 1865-66 and 1866-67 respectively, have been issued under the authority of the Government of India. The latter of these two "Notes" appears to have been much more carefully drawn up than the former one. But I am still humbly of opinion (*see* Appendix I.) that no general report of this kind can be really valuable, except it be the work of a writer who has actual acquaintance with the different educational systems which he undertakes to describe and compare.

A. Grant,
Director of Public Instruction.

Poona:
Office of the Director of Public Instruction,
8 September 1868.

(Educational, No. 3.)

To His Excellency the Right Honourable the Governor in Council, Bombay.

Sir, India Office, London, 11 September 1869.

Para. 1. THE Despatch of your Excellency in Council, dated the 2nd October, No. 10A of 1868, forwarding the Report of the Department of Public Instruction in Bombay for 1867-68, has been considered by me in Council.

2. Sir Alexander Grant's Report places the results of the year before your Excellency's Government with clearness and moderation. These results are satisfactory. A net increase is shown in the number of schools and in the number of scholars. The former exceed the schools of 1866-67 by 341. The latter exhibit an addition of 20,443. The expenditure attendant on this increase, amounting to nearly 1,50,000 rupees, has been met entirely from local funds.

3. The increase in the number of schools and scholars has been accompanied by an improvement in the higher grades of education. The number of students from the high schools who matriculated in the university has advanced from 65 to 108, and those from "aided institutions" from 12 to 23. The number of students who have passed the first examination in arts, and who have graduated in arts, law, and medicine, has increased from 40 to 57.

4. The least satisfactory parts of the report are those which relate to the Grant Medical College and to the Poona Engineering College. The former of these institutions, your Excellency in Council states, will claim the separate consideration of Government. I will not, therefore, dilate on the subject now, but I confess that I do not understand the system which, after the supreme authority has decided that certain Chairs in the College are to be occupied by officers holding certain medical appointments, permits the Medical Storekeeper of the Presidency, who under the orders of the Government of India is *ex officio* Professor of "Materia Medica," to decline (*vide* 41st paragraph of Sir A. Grant's Report) to deliver lectures on that subject. On this point, I desire that a separate explanation may be afforded.

5. I regret

5. I regret to receive so indifferent an account of the Poona Engineering College. I desire that this institution, which seeks, or should seek, to meet a great and increasing practical want, and the teaching in which should open an honourable and useful career to the educated youth of your Presidency, may receive the careful attention of your Excellency in Council, and that its requirements may, should such a course be necessary, be brought to the particular notice of the Government of India.

6. I observe, with pleasure, that female education is making fair progress. The number of schools has increased by 52, and the number of scholars by 2,234. Four-fifths of the expenditure which has produced these results has been defrayed from local funds.

7. I believe that Sir A. Grant and Major Waddington express the opinion of those who are best acquainted with the subject when they state that female education, so far as the Bombay Presidency is concerned, is a reality among the Parsees and a pretence among the Hindoos. But I see little or no discouragement in the fact. Forty years ago, perhaps thirty years ago, female education was a pretence among the Parsees, but such of late has been the acceleration of educational progress, that there is good ground for believing that 10 years hence it will be a reality among Hindoos.

8. The progress of education, especially of the higher kind, among the children of Europeans and Eurasians is very satisfactory, and the more so because, in our earlier efforts to raise the intellectual standard of India, the claims of this class of our subjects was perhaps in some degree overlooked. I am also much pleased to learn that in native states, such as those of Kolapoor, the southern Mahratta country, Kattywar, and the Rewa Kanta, popular education has been extended and improved. With respect to those natives of rank who are in the position of wards to our Government, I must say that we neglect a most sacred duty if we permit any circumstances or considerations to interfere with the attainment of the great object of imparting to them a sound and liberal education.

9. In the 40th and 41st paragraphs of his Report, Sir A. Grant discusses a point of considerable interest, the improvement of the Anglo-vernacular schools. It was entirely consistent with the solidity and reality of that gentleman's administration that he discerned the evil of calling that an Anglo-vernacular school in which only five or six boys learnt a little imperfect English. By the simple rules which Sir A. Grant promulgated on this subject, and by the demand of a small fee for English instruction, he reduced 86 schools from the class of Government middle class schools to vernacular or primary schools. It required, no doubt, some nerve to strike off nearly 1,700 from the number (on paper) of English-learning pupils, but I have a just confidence that Sir A. Grant acted in the interests of real English education by doing so.

10. I desire to be informed of the proceedings of your Excellency in Council in relation to the alleged misappropriation of the Elphinstone Funds.

11. The statements of the Director of Public instruction relative to the Book Department, to the study of Sanskrit and Latin, to the encouragements afforded to literature, to the opening of several gymnasia, to the progress of Sir Jamsetjee Jeejeebhoy's School of Industrial Art, are all matters of congratulation.

12. In conclusion, I must express my concurrence in the just remarks recorded by your Excellency in Council relative to the very valuable services rendered by Sir Alexander Grant to the cause of education in India.

I have, &c.
(signed) *Argyll.*

EDUCATIONAL LETTER from Fort St. George, dated 1 June, No. 7, of 1869.

WE have the honour to transmit a copy of the Report on Public Instruction in this Presidency for the official year 1867-68, together with the Proceedings* of Government containing the Minutes recorded thereon by the Honourable Mr. A. J. Arbuthnot and his Excellency the President, and the order passed in review of the Report.

*17th May 1869, Nos. 51 to 55.

2. We take this opportunity to state, with reference to your Educational Despatch to his Excellency the Right Honourable the Governor General of India in Council, under date the 28th October last, No. 22, of which a copy has been communicated to us by the Government of India, that the subject of supplying the means of elementary education for the agricultural classes from local taxation is under our consideration, and that we hope to be in a position to submit our views, at length, on the question, at an early date.

PROCEEDINGS of the Madras Government, Educational Department, 17th May 1869.

Read the following papers:

No. 51.—Read Report* of the Director of Public Instruction for the official year 1867-68, dated 15th July 1868, No. 15.

*Form wanted with the original collection.

No. 52.—MINUTE by the Honourable *A. J. Arbuthnot*, dated 9th March 1869.

AN abstract of the report on Public Instruction for the official year 1867-68, which, though dated the 15th July, did not reach the Government until the 20th November, was some time ago prepared under my directions, and embodied in the General Administration Report of the Presidency. I now proceed to record the remarks suggested by a careful perusal of the Director's report and of the documents appended to it.

2. The results of the year, as shown by the numerical returns, may, I think, be regarded as on the whole satisfactory, in so far as they relate to schools which are ranked in the first and middle classes. The number of schools connected with the department at the close of the year was 1,687, with an attendance of 62,975 pupils, showing an increase of 301 schools and 11,857 pupils, as compared with the returns of the previous year. The Director explains that, as regards the number of schools, the actual increase is less by 14 than the number entered on the returns, but that this remark does not apply to the increase in the number of pupils which is accurately represented by the figure above given. The increase of 1,162 pupils attending schools of the first class, and of 5,113 pupils in schools of the middle class is decidedly satisfactory; and it is also gratifying to find that the number of girls under instruction has risen during the year from 4,638 to 6,510. On the other hand, the increase of only 3,753 in the number of pupils attending schools of the lower class, and of only 66 in the number attending Normal schools, while the number of schools of the latter class has diminished by one, are facts which tend to show that, in the important matter of primary education, the operations of the department are not being prosecuted with that vigour which the Government have a right to expect. I will advert to this point more fully after I have noticed the other topics which take precedence of it in the Director's report.

3. The progress of English, or, to speak more correctly, of Anglo-vernacular education, as tested by the University examinations, though it does not show any marked advance over the year immediately preceding that under review, is not otherwise than encouraging, more especially when it is taken into account that the standard of the Matriculation Examination, and also, I believe, that of the First Examination in Arts was materially raised by raising the minimum of marks in the English language entitling a candidate to pass from one-fourth to one-third of the maximum. The large proportion of matriculated students who came from private schools is noteworthy. The results of the examination are especially creditable to the school supported by the Free Church of Scotland's Mission at Madras, which sent up 20 successful candidates for Matriculation, and nine to the First Examination in Arts.

4. The Presidency College maintains its proper position at the head of the returns, and particularly in respect of the higher examinations. The number of students from the Provincial College at Combaconum, who passed the First Arts Examination is very creditable. This institution, however, was less successful at the Matriculation examination than in the previous year, which result is attributed by the Director to the fact that, owing to the establishment of a second class in the Collegiate Department, the Matriculation class did not obtain the same attention from the senior teachers as in former years.

years. It would be a great misfortune if the efficiency of the teaching in the lower classes of this useful institution should be materially prejudiced by its conversion from a school into a college, and the point is one which ought to receive careful consideration from the Director. Mr. Powell should be instructed to call upon the Principal for a report on the efficiency of the teaching in the Matriculation class and in the classes below it, and to offer any suggestions he may deem proper for strengthening the staff of teachers.

5. The Government zillah schools at Chittoor, Madura, and Salem appear to have done well. The continued success of the first of these schools is highly creditable to the head master, C. Teroovengadum Naidoo. From some of the other schools better results might have been looked for. The zillah school at Cuddalore has, as the inspector observes, the unenviable distinction of not having passed a single candidate at the University examinations. It is to be hoped that this school, which is the oldest of the Government zillah schools, will take up a better position under the head master who has been recently appointed to it.

6. It appears from the tabular statement printed on page 5 of the Director's report, that every district, except Nellore, is now provided with a school ranked in the first class. The inspector of the division is of opinion, and in this opinion the Director expresses his concurrence, that the school which for many years has been supported by the Free Church of Scotland's Mission at Nellore, does not meet the higher educational wants of the district, and that a Government zillah school should be established there. Some correspondence took place regarding the Mission school at Nellore in the early part of last year, and the Government were then informed that the managers contemplated strengthening the staff of teachers. It should be ascertained whether this has been done, and with what result. The establishment of a Government school in a town hitherto occupied by a school under private management, and subject to Government inspection, would be opposed to the principles which have hitherto guided this Government in its educational operations; but the principle has had to be departed from at Mangalore, in consequence of the proved insufficiency of the existing schools, and it may possibly be necessary to follow a similar course at Nellore. I trust, however, that the Free Church Mission, which has done, and is doing so much for education in Madras, may be able to place its Nellore school on such a footing as will relieve the Government from the necessity of taking a step which would almost certainly be detrimental to the Mission school.

7. It is not easy to form any very definite impression in regard to the efficiency of the instruction imparted in those schools, whether Government or private, which are classified as middle class schools. In the case of these schools there is no definite standard such as is afforded by the University examinations in the case of schools of the first class by which their progress may be tested, nor is the deficiency supplied by the reports of the inspectors, which, although many of them enter into considerable detail regarding the schools inspected by them, do not, for the most part, present any general view of the result of the inspections, or of the state of the schools. For instance, none of these reports show what number of the Government taluq schools, or of the private schools of a corresponding grade, contain a class studying the subjects prescribed for the fifth or highest class of a taluq school, what number of pupils are studying these subjects, or what number have passed a good examination in them. Information of this nature would be very useful, and might easily be embodied in tabular statements entered in the body of the reports, and illustrated by remarks in the letter-press. It would be well, I think, if the Director of Public Instruction were to confer with the inspectors on this point, with the view of rendering the reports more intelligible and more interesting. For the most part these reports, and I may add, the reports of the Director, are singularly deficient in topics of interest, and in this respect present a very marked contrast to the reports which annually emanate from the inspectors of schools in England. There is one defect in the plan of the reports which increases the difficulty of forming any general conclusions with reference to any particular class of schools, viz., that private schools are noticed separately from Government schools, and that while the latter are reported on with reference to the class in which they are placed, the former are referred to with reference to the district in which they are situated. The practice of noticing the private schools separately from the Government schools is, I believe, in accordance with the instructions of the Government of India, and cannot be altered without their permission. It would be a great improvement if the schools were grouped together with reference to the class in which they are included, and therefore with reference to the standard of instruction, and irrespectively of the source from which they derive their support. A geographical subdivision, district by district, would naturally form part of the plan. The Government of India might be requested to authorise an alteration to this extent in the plan of the reports.

8. Reverting to the subject of middle-class schools, I think it might be well to suggest to the Director the expediency of establishing in connexion with them a system of scholarships tenable in schools of the first class. The examination for such scholarships might be confined to the fourth and fifth classes of taluq and Anglo-vernacular schools, and to those classes in private schools which correspond with the fourth and fifth classes in

Government schools of the grades in question. It might be conducted by the Inspector of the Division with the aid of the deputy inspectors, the papers of questions being previously submitted to the Director for approval, in order to ensure a certain degree of uniformity in the standard of the examination. Such a system of examinations could hardly fail to stimulate the progress of these schools, and would enable the Government and the public to judge in some measure of their relative merits.

9. I have already alluded to the comparatively unsatisfactory progress of primary education as shown in this and previous reports. It is impossible, I think, to peruse the report now before us in connexion with the previous correspondence which has passed on this subject without being forced to the conclusion that the Director does not attach that importance to it which the subject deserves. In 1866 the Government directed that the system of payment-for-results under which a considerable number of schools in the districts of Coimbatore, Madura, and Nellore have been aided and improved, should be extended to every district in the Presidency; and on the 19th November 1867, or more than four months before the close of the year embraced in this report, the Director was authorised, in anticipation of the sanction of the Government of India, to appoint three additional Deputy Inspectors, and 18 additional Inspecting Schoolmasters, this being the additional inspecting agency proposed by him to enable him to carry out an extension of the system. It appears, however, that on the 31st March last, only two out of the three additional Deputy Inspectors had been appointed, and one of these only three weeks before the close of the official year, and that the number of Inspecting Schoolmasters had only been increased by one. Three districts, Cuddapah, Canara, and Malabar, had been added to the list of those in which the system had been previously in operation; but although grants were sanctioned amounting in the districts of Canara and Malabar to 1,996 rupees, only 778 rupees of this sum had been paid before the close of the year. In Cuddapah, grants, the amount of which is not stated, had been sanctioned but none had been paid. The whole subject is disposed of by the Director in one brief paragraph and a short tabular statement, which does not include the schools brought under the system in Malabar and Canara, and which is, therefore, incomplete. Not a word is said by the Director of the working of the system, or of any arrangements that he may have made for its extension. From the reports of the inspectors it is to be gathered that, irrespectively of the delay in providing the necessary inspecting agency, there are at present two material hindrances to the efficient working of the system, viz., the delay in supplying the district book depôts with elementary school-books and delay in payment of the grants. In connexion with the first point the report of the Inspector of Schools for the 2nd Division contains an extract of a letter from his Deputy Inspector, from which it appears that for five months the district book depôt at Cuddapah, which is connected by railway with Madras, had been left without any supply of one of the elementary school-books most in use in the village schools. The insufficiency of the supply of books in the Madura Book Depôt is noticed by Mr. Marden. On the second point, the fact that 1,218 rupees out of 1,996 rupees, the aggregate amount of the grants sanctioned for the village schools in Malabar and Canara, had not been paid at the close of the year, while in Cuddapah none of the grants had been paid, shows that some change is needed in the regulations for the payment of these grants. The subject is adverted to by Mr. Garthwaite in the 43rd paragraph of his report. Each Inspector should be vested with authority to order payment of all grants claimable under the payment-for-results system up to a specified aggregate sum to be fixed by the Director from time to time. In order to do this it will be necessary to recast the 8th section of the regulations printed on page 231 of the Appendices to the Report. Mr. Powell should be instructed to revise the section and to submit the draft for the sanction of Government. He should also be required, in his annual report for the current year, to report fully on the working of the system of payment-for-results, and especially with reference to its application to indigenous village schools.

10. In the reports of the Inspectors there are allusions to delays in the Director's office in other matters, which are probably attributable to the system of centralization being carried too far. I cannot help thinking that the Inspectors might be vested with authority to sanction the payment of grants in aid of salaries up to a certain amount, reporting their proceedings to the Director. Mr. Powell might be told to submit his opinion on this point.

11. The operations of the Madras Education Act cannot be regarded as satisfactory except in the case of a few of the middle-class schools established under its provisions. I hope very shortly to be in a position to lay before Government a comprehensive proposal on the subject of primary education.

12. It only remains for me to advert to the Normal schools, and here again I am constrained to observe that the Director's views do not appear to be in unison with those which the Government of this Presidency have frequently enunciated as to the great importance of these schools. I cannot otherwise account for the extraordinary step taken by him of transferring to another institution, almost immediately after his arrival in the country, of an Assistant Master who had been sent out by the Secretary of State for employment in the Normal school at Madras. This important school had long suffered from the inefficiency of the late Principal, and when at length this hindrance to the efficiency of the institution had been removed, and the Secretary of State had sent out a master to fill up the vacancy which had unavoidably occurred in the staff of teachers, the

Government

Government had surely a right to expect that the staff of teachers would be maintained at its proper strength. The Government Normal Schools at Vellore and Trichinopoly appear to be doing well. The report on the inspection of the Cannanore school is not so satisfactory as the results of the examinations for certificates would lead one to expect. As regards the Vizagapatam Normal School, it is much to be regretted that, owing to some misunderstanding, this important institution should have been left uninspected for a whole year.

(signed) *A. J. Arbuthnot.*

No. 53.—MINUTE by His Excellency the President, dated 10th April 1869.

IN transmitting these papers I have but little to add to the remarks of Mr. Arbuthnot, in which I heartily concur. There are, however, three points which have attracted my particular attention, and on which it may be right for me to submit some observations.

2. During my recent tour in the district of Tinnevelly an address was presented to me which warmly urged the establishment of a Government zillah school at Tinnevelly, where the educational wants of the place are at present chiefly supplied by a large Anglo-vernacular school under the direction of the Church Missionary Society, and by a school of the same character recently instituted by the native community, and supported by subscriptions, fees, and a grant-in-aid. These schools are not, in the minds of those who addressed me, commensurate with the wants of the place. They desire to have the benefits of a first-class Government school. I did not feel myself at liberty to return any decided reply to this request, and I avail myself of this occasion to elicit the opinion of my colleagues. I am myself under the impression that there is not a sufficient ground for acceding to the wishes of the persons referred to. Tinnevelly is prosperous and opulent. Its people are honourably distinguished by liberality and an independent spirit. The Native Anglo-Vernacular School is susceptible of improvement by the same means which have supported it up to the present time. On the other hand, the Church Missionary Society have it in contemplation to procure a first-class English teacher from home, a graduate of one of the Universities, who will be able to raise the standard of education in their school to the level of the best in the country. I think that we may defer the consideration of the claim of the people of Tinnevelly until the success of the measure contemplated by the Church Missionary Society has been tested by experience.

3. The native community of Nellore have also submitted to me a memorial urging the necessity which exists for the establishment of a Government zillah school at the chief town of the district, and the Director of Public Instruction advocates this measure. Nellore is poorer and more backward than Tinnevelly. There has been an abortive attempt, on the part of the native community, to establish an Anglo-Vernacular Subscription School. The Free Church School has not given full satisfaction to the native residents or to the Government Inspectorate for some time past. The claim of Nellore to a Government zillah school might be reasonably entertained. I learn, however, from the Reverend Mr. Miller that the Free Church Mission have submitted a strong representation to the Parent Church at home advocating the appointment of a competent English head master. I would await the result of this application. If the proposal of the mission is acceded to, it is not unlikely that we may see such a school established by this agency at Nellore as will fully satisfy the just requirements of the place, and the Government may thus be exonerated from the expense which would be caused by the institution of a zillah school. If, on the other hand, the proposal of the Mission is negatived at home the Free Church Mission School at Nellore will probably be suppressed, and a field will thus be thrown open for the establishment of a Government zillah school under the most favourable circumstances.

4. The last point to which I wish to call the attention of Government is the very low state of education as evinced by the present returns in the district of Kurnool. This province, with about 700,000 inhabitants, possessed in the year 1867–68 only five schools in any degree connected with Government by support or inspection, and the total number of scholars in those schools was only 202. A comparison of these figures with the returns from the other districts reveals a state of intellectual stagnation in Kurnool which calls for the energetic interference of Government. I propose that Mr. Powell be directed, at his earliest convenience, to proceed to Kurnool, and, after consultation with the Collector and other persons whose local knowledge may be available, to prepare and submit to Government a comprehensive plan for the extension of education in that district.

(signed) *Napier.*

No. 54.—ORDER thereon, 17th May 1869, No. 174.

THE Government are of opinion that the educational results of the official year 1867–68, as shown by the numerical returns which are contained in the Report on Public Instruction for that period, may be regarded as on the whole satisfactory, in so far as they relate to schools which are ranked in the first and middle classes. The number of schools connected with the department at the close of the year was 1,687, with an attendance of 62,975 pupils, showing an increase of 301 schools and 11,857 pupils as compared with the returns of the previous year. The Director explains that, as regards the number of schools, the actual increase is less by 14 than the number entered on the returns, but that this remark does not apply to the increase in the number of pupils, which is accurately represented by the figure above given. The increase of 1,162 pupils attending schools of the first class, and of 5,113 pupils in schools of the middle class, is decidedly satisfactory; and it is also gratifying to find that the number of girls under instruction has risen during the year from 4,638 to 6,510. On the other hand, the increase of only 3,753 in the number of pupils attending schools of the lower class, and of only 66 in the number attending normal schools, while the number of schools of the latter class has diminished by one, are facts which tend to show that, in the important matter of primary education, the operations of the department are not being prosecuted with that vigour which the Government have a right to expect.

2. The Government must also remark upon the unsatisfactory condition of the Kurnool District. This district, with almost 700,000 inhabitants, possessed in the year under review only five schools in any degree connected with Government by support or inspection, and the total number of pupils in those schools was only 202. A comparison of these figures with the returns from other districts reveals a state of intellectual stagnation in Kurnool which calls for the energetic interference of the Government. Mr. Powell will accordingly be directed to proceed to Kurnool at his earliest convenience, and, after consultation with the Collector of the district, the Inspector of Schools of the 2nd Division, and other persons whose local knowledge may be available, to prepare and submit to Government a comprehensive plan for the extension of education in that district.

3. The progress of English, or, to speak more correctly, of Anglo-Vernacular education, as tested by the University examinations, though it does not show any marked advance over the year immediately preceding that under review, is not otherwise than encouraging, more especially when it is taken into account that the standard of the Matriculation Examination, and also that of the First Examination in Arts was materially raised by increasing the minimum of marks in the English language entitling a candidate to pass, from one-fourth to one-third of the maximum. The large proportion of matriculated students who came from private schools is noteworthy. The results of the examination are especially creditable to the school supported by the Free Church of Scotland's Mission at Madras, which sent up 20 successful candidates for Matriculation, and nine to the First Examination in Arts.

4. The Presidency College maintains its proper position at the head of the returns, and particularly in respect of the higher examinations. The number of students from the Provincial College at Combaconum who passed the First Arts Examination is very creditable. This institution, however, was less successful at the Matriculation Examination than in the previous year, which result is attributed by the Director to the fact that, owing to the establishment of a second class in the Collegiate Department, the Matriculation Class did not obtain the same attention from the senior teachers as in former years. It would be a great misfortune if the efficiency of the teaching in the lower classes of this useful institution should be materially prejudiced by its conversion from a school into a college, and the point is one which ought to receive careful consideration from the Director. Mr. Powell will call upon the Principal for a report on the efficiency of the teaching in the Matriculation Class and in the classes below it, and submit any suggestions he may deem proper for strengthening the staff of teachers.

5. The Government zillah schools of Chittoor, Madura, and Salem, appear to have done well. The continued success of the first of these schools is highly creditable to the head master, C. Toroovengadum Naidoo. From some of the other schools better results might have been looked for. The zillah school at Cuddalore has, as the Inspector observes, the unenviable distinction of not having passed a single candidate at the University examinations. It is to be hoped that this school, which is the oldest of the Government zillah schools, will take up a better position under the head master who has been recently appointed to it.

6. It appears from the tabular statement printed on page 5 of the Director's report, that every district, except Nellore, is now provided with a school ranked in the first class. The Inspector of the Division is of opinion, and in this opinion the Director expresses his concurrence, that the school, which for many years has been supported by the Free Church of Scotland's Mission at Nellore, does not meet the higher educational wants of the

the district, and that a Government zillah school should be established there. Some correspondence took place regarding the Mission School at Nellore in the early part of last year, and the Government were then informed that the managers contemplated strengthening the staff of teachers. It should be ascertained whether this has been done, and with what result. The establishment of a Government school in a town hitherto occupied by a school under private management, and subject to Government inspection, would be opposed to the principles which have hitherto guided this Government in its educational operations; but the principle has had to be departed from at Mangalore, in consequence of the proved insufficiency of the existing schools, and it may possibly be necessary to follow a similar course at Nellore. The Government trust, however, that the Free Church Mission, which has done and is doing so much for education in Madras, may be able to place its Nellore school on such a footing as will relieve the Government from the necessity of taking a step which would almost certainly be detrimental to the Mission school.

7. The Government take this opportunity to remark that, during the recent tour of the Governor in the district of Tinnevelly, a petition was presented to his Excellency praying for the establishment of a Government zillah school at Tinnevelly, the educational requirements of this place being at present chiefly supplied by a large Anglo-Vernacular school, under the management of the Church Missionary Society, and by a school of the same character recently established by the native community, and supported by subscriptions, fees, and a grant-in-aid. These schools are not, in the opinion of the petitioners, commensurate with the wants of the place. They desire to have the benefits of a Government school of the higher class. The Government consider that there is not sufficient ground for acceding to the prayer of the petition. Tinnevelly is prosperous, and its people are honourably distinguished by liberality and an independent spirit. The Native Anglo-Vernacular School is susceptible of improvement by the same means which have supported it up to the present time. On the other hand, it is understood that the Church Missionary Society have it in contemplation to procure a head master from England, a graduate of one of the Universities, who will be able to raise the standard of instruction in their school to the level of that of a Government Provincial College. The Government, therefore, resolve to defer the consideration of the petition of the inhabitants of Tinnevelly until the success of the measure contemplated by the Church Missionary Society has been tested by experience.

8. It is not easy to form any very definite impression in regard to the efficiency of the instruction imparted in those schools, whether Government or private, which are classified as middle-class schools. In the case of these schools, there is no definite standard such as is afforded by the University examinations in the case of schools of the first class, by which their progress may be tested; nor is the deficiency supplied by the reports of the Inspectors, which, although many of them enter into considerable detail regarding the schools inspected by them, do not for the most part present any general view of the result of the inspections, or of the state of the schools. For instance, none of these reports show what number of the Government taluq schools, or of the private schools of a corresponding grade, contain a class studying the subjects prescribed for the fifth or highest class of a taluq school, what number of pupils are studying these subjects, or what number have passed a good examination in them. Information of this nature would be very useful, and might easily be embodied in tabular statements entered in the body of the reports and illustrated by remarks in the letter-press. The Government consider that it is desirable that the Director of Public Instruction should confer with the Inspectors on this point, with the view of rendering the reports more intelligible and more interesting. For the most part these reports and the reports of the Director are deficient in topics of interest, and in this respect present a very marked contrast to the reports which annually emanate from the Inspectors of Schools in England. There is one defect in the plan of the reports which increases the difficulty of forming any general conclusions with reference to any particular class of schools, viz., that private schools are noticed separately from Government schools, and that while the latter are reported on with reference to the class in which they are placed, the former are referred to with reference to the district in which they are situated. The practice of noticing the private schools separately from the Government schools is in accordance with the instructions of the Government of India, and cannot be altered without their permission. It would, the Government think, be a great improvement if the schools were grouped together with reference to the class in which they are included, and, therefore, with reference to the standard of instruction, and irrespectively of the source from which they derive their support. A geographical subdivision, district by district, would naturally form part of the plan. An application will be made to the Government of India for authority to alter to this extent the plan of the reports.

9. Reverting to the subject of middle-class schools, the Government desire that the Director of Public Instruction will consider and report upon the expediency of establishing, in connection with them, a system of scholarships tenable in schools of the first class. The examination for such scholarships might be confined to the fourth and fifth classes of taluq and Anglo-Vernacular schools, and to those classes in private schools which correspond with the fourth and fifth classes in Government schools of the grades in question.

question, It might be conducted by the inspector of the division with the aid of the deputy inspectors, the papers of questions being previously submitted to the Director for approval, in order to ensure a certain degree of uniformity in the standard of the examination. Such a system of examinations could hardly fail to stimulate the progress of these schools, and would enable the Government and the public to judge in some measure of their relative merits.

10. The attention of the Government has been drawn by this and previous reports to the unsatisfactory progress of primary education throughout the Presidency, and the Government are constrained to observe that the Director of Public Instruction does not appear to attach to this subject the importance which it deserves. In 1866 the Government directed that the system of payment for results, under which a considerable number of schools in the districts of Coimbatore, Madura, and Nellore have been aided and improved, should be extended to every district in the Presidency; and on the 19th November 1867, or more than four months before the close of the year embraced in this report, the Director was authorised, in anticipation of the sanction of the Government of India, to appoint three additional deputy inspectors and eighteen additional inspecting schoolmasters, this being the additional inspecting agency proposed by him to enable him to carry out an extension of the system. It appears, however, that, on the 31st March 1868, only two out of the three additional deputy inspectors had been appointed, and one of these only three weeks before the close of the official year, and that the number of inspecting schoolmasters had only been increased by one. Three districts, Cuddapah, Canara, and Malabar, had been added to the list of those in which the system had been previously in operation; but although grants were sanctioned amounting in the districts of Canara and Malabar to 1,996 rupees, only 778 rupees of this sum had been paid before the close of the year. In Cuddapah, grants, the amount of which is not stated, had been sanctioned, but none had been paid. The whole subject is disposed of by the Director in one brief paragraph and a short tabular statement, which does not include the schools brought under the system in Malabar and Canara, and which is therefore incomplete. Not a word is said by the Director of the working of the system, or of any arrangements that he may have made for its extension. From the reports of the inspectors it is to be gathered that, irrespective of the delay in providing the necessary inspecting agency, there are at present two material hindrances to the efficient working of the system, viz., the delay in supplying the district book depôts with elementary school books, and delay in payment of the grants. In connection with the first point, the report of the Inspector of Schools for the 2nd Division contains an extract of a letter from his deputy inspector, from which it appears that for five months the district book depôt at Cuddapah, which is connected by railway with Madras, had been left without any supply of one of the elementary school books most in use in the village schools. The insufficiency of the supply of books in the Madura book depôt is noticed by Mr. Marden. On the second point, the fact that 1,218 rupees out of 1,996 rupees, the aggregate amount of the grants sanctioned for the village schools in Malabar and Canara, had not been paid at the close of the year, while in Cuddapah none of the grants had been paid, shows that some change is needed in the regulations for the payment of these grants. The subject is adverted to by Mr. Garthwaite in the 43rd paragraph of his report. Each inspector should be vested with authority to order payment of all grants claimable under the payment-for-results system up to a specified aggregate sum to be fixed by the Director from time to time. In order to do this it will be necessary to recast the 8th section of the Regulations printed on page ccxxxi of the Appendices to the Report. The Government desire that Mr. Powell will revise the section and submit the draft for the sanction of Government. Mr. Powell will also, in his Annual Report for the year 1868-69, report fully on the working of the system of payment-for-results, and especially with reference to its application to indigenous village schools.

11. In the reports of the Inspectors there are allusions to delays in the Director's office in other matters, which are probably attributable to the system of centralization being carried too far. The Government think that these defects may be remedied by investing the Inspectors with authority to sanction the payment of grants-in-aid of salaries up to a certain amount, reporting their proceedings to the Director; and they desire to receive Mr. Powell's opinion on this point.

12. The operations of the Madras Education Act cannot be regarded as satisfactory, except in the case of a few of the middle-class schools established under its provisions. A comprehensive measure for providing funds for primary education is under the consideration of Government.

13. With reference to that part of the Director's report which relates to the normal schools, the Governor in Council is constrained to remark that the Director's views do not appear to be in unison with those which the Government of this Presidency have frequently enunciated as to the great importance of these schools. His Excellency in Council view with disapproval the transfer to another institution, almost immediately after his arrival in the country, of an assistant master who had been sent out by the Secretary of State for employment in the Normal School at Madras. This important school had long suffered from the inefficiency of the late Principal, and when at length this hindrance to the efficiency of the institution had been removed, and the Secretary of State had sent out a master

master to fill up the vacancy which had unavoidably occurred in the staff of teachers, the Government had a right to expect that the staff of teachers would be maintained at its proper strength. The Government Normal Schools at Vellore and Trichinopoly appear to be doing well. The report on the inspection of the Cannanore School is not so satisfactory as the results of the examinations for certificates would lead one to expect. As regards the Vizagapatam Normal School, it is much to be regretted that, owing to some misunderstanding, this important institution should have been left uninspected for a whole year.

(signed) *R. S. Ellis,*
Chief Secretary.

No. 55.—To the Secretary to the Government of India, Home Department, dated Fort Saint George, 17th May 1869, No. 175.

In their Resolution under date the 25th February 1864, No. 1639, Home Department (Education), the Government of India directed that the annual reports on Public Instruction for each Presidency and Province should be prepared according to one uniform plan, and, with this object, prescribed certain forms to be observed in furnishing the statistical and other information required to be embodied in these reports.

2. In reviewing the Educational Report of this Presidency for 1867-68, which was drawn up in accordance with the plan laid down by the Supreme Government, the Madras Government have had occasion to notice what appears to them to be a defect in that plan. They refer to the arrangement of the heads of the report, under which "Private Institutions under Government inspection" are noticed separately from "Government Schools," and which, in their opinion, renders it difficult to form any general conclusions with regard to any particular class of schools. They consider that it would be a great improvement if Government and private schools were grouped together with reference to the class in which they are included, and, therefore, with reference to the standard of instruction imparted in them, and irrespectively of the source from which they derive their support; a geographical subdivision, district by district, forming part of the proposed arrangement.

3. I am accordingly directed to request that his Excellency the Governor General in Council will be pleased to authorise an alteration to this extent in the plan of the annual Educational Reports.

4. A copy of the Report and of the Proceedings* of Government in which reference is made to the defect above referred to, is herewith submitted.

* Dated 17th May 1869, No. 174, paragraph 8.

(signed) *R. S. Ellis,*
Chief Secretary.

MADRAS EDUCATIONAL REPORT FOR 1867-68.

(No. 1534.)

From *E. B. Powell*, Esq., C.S.I., Director of Public Instruction, to the Honourable *R. S. Ellis*, C.B., Chief Secretary to Government, Fort St. George.

Sir, Madras, 15 July 1868.

I HAVE the honour to submit the Report on Public Instruction in the Madras Presidency, for the official year 1867-68. The Reports of the Inspectors of Schools, and those which have been received from the Principals of Colleges, are attached as Appendixes to my Report.

2. On the 31st March 1867, the total number of colleges and schools connected with the Educational Department was 1,386, with an attendance of 51,118 scholars; and on the 31st March 1868 there were 1,687 institutions, attended by 62,975 pupils. These figures correspond to an increase of 301 in the number of schools, and of 11,986 in the number of scholars; but it is to be observed that, while the augmentation of pupils is correctly represented by the latter number, that of schools is in reality less than 301. This circumstance arises from the fact that, in last year's Report, a school containing a college department for educating youths beyond the matriculation standard, as well as a school department for conveying instruction up to that standard, was reckoned as a single institution; while now, in accordance with the instructions given by the Government of India, and communicated in order of the Madras Government, No. 15 of the 17th January last, the two departments are entered separately, and the institution is thus counted twice. The institutions treated in this manner are 14 in number; accordingly, the real increase in the number of schools is 287. Normal schools have been reckoned as single institutions in all cases. There is an apparent increase of nine Government institutions, but of these six are given by the separation of departments just noticed; the remaining three correspond to a Taluq school established in the district of Vizagapatam, and two elementary schools set on foot in the Gumsur Hills. The comparative non-extension of Government schools, with the increase of private schools under inspection, is in accordance with the policy laid down by Government. It is to be noted that while the number of Government schools has increased to a very trifling extent, the attendance at such schools has risen by 732; and this, notwithstanding that the junior classes in some Government institutions have been abolished. The only district in which there has been a falling off of scholars, both in Government and private schools, is South Arcot, where the decrease in attendance is 127. In Kurnool, the aggregate attendance for both descriptions of schools is also slightly below that for 1866-67, the falling off showing itself in private schools. Kurnool must be allowed to be the most backward of all the districts of this Presidency.

3. In the First Educational Division, the number of schools has increased by 37, or, if the double reckoning of the Church Missionary School at Masulipatam be allowed for, by 36; the increase in the number of pupils is 1,793—401 belonging to Government schools, of which, as already mentioned, three were established during the year. The spread of education attaches to all four of the districts constituting the division, but principally to the Godaveri, and least to the Kistna district.

4. In the Second Division, the number of schools has risen apparently by 66, or allowing for the double reckoning of Bellary provincial school, by 65. The additional number of scholars is 1,084—71 belonging to Government institutions. The increased action of the department pertains to the three districts, Bellary, Cuddapah, and Nellore, and chiefly to Cuddapah, while no progress has been made in Kurnool.

5. In the Third Division, there is an apparent increase of 20, and a real one of 13 schools; the attendance has risen by 2,063 on the whole, but that for Government institutions has decreased by 95. This diminution is partly accounted for by the abolition during the year of the lowest class at the Presidency College; besides this, however, there has been a falling off in the attendance for South Arcot.

6. For the Fourth Division, the number of schools has risen apparently by 62, and in reality by 58; the number of pupils has increased by 1,829—287 being the augmentation of attendance at Government schools. The increased action belongs chiefly to the districts of Tanjore and Salem.

7. The

7. The Fifth Division shows an increase of 62 schools, and of 2,253 scholars, 46 of the latter belonging to Government institutions; the advance is shared among all three of the districts constituting the division, but pertains principally to Tinnevelly.

8. In the sub-division of Malabar and Canara, the number of schools has risen apparently by 74, and in reality by 73, and that of pupils by 2,835, the attendance at Government schools having increased by 22. In connexion with the last number, it is to be remarked that the lowest class of the provincial school at Calicut, was abolished at the close of 1867, the work of instruction up to the standard of the 2nd class being left to the private schools at the station.

9. The following Tables show the distribution of the schools in the several districts:— Distribution of schools and pupils

1st.—With reference to the agency by which they are managed.

NAME OF DISTRICT.	Government Colleges and Schools.	Number of Pupils.	Schools supported by a Rate.	Number of Pupils.	Private Colleges and Schools receiving Grants-in-Aid.				Private Schools under Inspection, but not receiving Grants-in-aid.		Total Colleges and Schools.	Total Number of Pupils.	Divisions.	Total Number of Pupils according to Divisions.	Total Number of Pupils in Government Schools according to Divisions.
					Established by Missionary Societies.	Number of Pupils.	Established by other than Missionary Societies.	Number of Pupils.							
Ganjam	22	1,176	–	–	–	–	7	321	1	27	30	1,524	First	7,391	2,066
Vizagapatam	8	430	2	81	–	–	14	654	4	237	28	1,402			
Godaveri	5	417	69	1,066	2	131	39	1,636	1	80	116	3,330			
Kistna	1	43	–	–	6	504	19	588	–	–	26	1,135			
Bellary	4	446	3	103	8	414	3	135	1	36	19	1,134	Second	6,251	732
Kurnool	1	91	–	–	–	–	3	88	1	23	5	202			
Cuddapah	1	195	–	–	–	–	7	259	39	543	47	997			
Nellore	–	–	5	211	4	373	58	1,374	159	1,960	226	3,918			
Madras	19	1,879	1	227	45	5,514	34	3,362	7	300	106	11,282	Third	12,729	2,556
South Arcot	10	677	8	274	5	130	5	366	–	–	28	1,447			
North Arcot	7	1,102	–	–	2	214	42	947	12	192	63	2,455	Fourth	10,259	3,271
Salem	6	755	–	–	4	121	14	545	1	17	25	1,438			
Tanjore	8	1,057	–	–	27	2,376	13	899	25	504	73	4,836			
Trichinopoly	2	357	–	–	9	674	12	374	8	125	31	1,530			
Coimbatore	6	387	5	181	1	30	114	2,824	260	4,057	386	7,479	Fifth	20,479	833
Madura	3	446	–	–	3	227	33	1,174	44	1,002	83	2,849			
Tinnevelly	–	–	–	–	263	9,280	8	550	22	321	293	10,151			
Malabar	7	825	11	1,127	5	572	3	238	21	1,052	47	3,814	Malabar and Canara.	5,866	1,209
South Canara	5	474	3	171	16	651	7	240	24	516	55	2,052			
TOTAL	115	10,757	107	3,441	400	21,211	435	16,574	630	10,992	1,687	62,975	– –	62,975	10,757

N.B.—The Trichinopoly and Vellore Normal Schools are under the Inspector of the Third Division, though they are included among the schools of the Fourth Division; the number of pupils in them is 251 and 216 respectively.
The Calicut Provincial School is included among the schools in the Sub-division of Malabar and South Canara; but it is actually supervised by the Inspector of the Fifth Division; the number of pupils in it is 307.

2nd.—With reference to the standard of instruction.

NAME OF DISTRICT.	1. Number of Colleges.	2. Number of Pupils.	3. Number of Schools of the Higher Class.	4. Number of Pupils.	5. Number of Schools of the Middle Class.	6. Number of Pupils.	7. Number of Schools of the Lower Class.	8. Number of Pupils.	9. Total Number of Colleges and Schools.	10. Total Number of Pupils.	11. Number of Mixed Schools of the Higher Class.	12. Number of Pupils.	13. Number of Mixed Schools of the Middle Class.	14. Number of Pupils.	15. Number of Mixed Schools of the Lower Class.	16. Number of Pupils.	17. Total Number of Mixed Schools.	18. Total Number of Pupils.
Ganjam	–	–	1	235	14	719	15	570	30	1,524	–	–	–	–	–	–	–	–
Vizagapatam	–	–	1	197	17	765	9	330	27	1,292	–	–	–	–	–	–	–	–
Godaveri	–	–	1	201	45	2,106	68	978	114	3,285	–	–	–	–	–	–	–	–
Kistna	1	7	1	264	16	588	7	260	25	1,119	–	–	–	–	–	–	–	–
Bellary	1	11	1	283	12	677	–	–	14	971	–	–	1	53	–	–	1	(a) 53
Kurnool	–	–	1	91	4	111	–	–	5	202	–	–	–	–	–	–	–	–
Cuddapah	–	–	1	195	7	259	39	543	47	997	–	–	–	–	–	–	–	–
Nellore	–	–	–	–	14	893	210	2,932	224	3,825	–	–	–	–	–	–	–	–
Madras	7	210	11	2,982	46	4,657	1	48	65	7,897	–	–	3	142	–	–	3	(b) 142
South Arcot	–	–	1	212	22	1,046	–	–	23	1,258	–	–	2	124	–	–	2	(c) 124
North Arcot	–	–	1	365	10	768	49	967	60	2,100	–	–	–	–	–	–	–	–
Salem	–	–	1	321	20	1,602	–	–	21	1,323	–	–	1	34	–	–	1	(d) 34
Tanjore	3	73	3	984	35	2,907	2	41	43	4,005	–	–	–	–	18	331	18	(e) 331
Trichinopoly	1	8	2	525	19	626	–	–	22	1,159	–	–	–	–	5	55	5	(f) 55
Coimbatore	–	–	1	303	20	872	363	6,206	384	7,381	–	–	1	28	–	–	1	(g) 28
Madura	–	–	1	282	15	828	65	1,615	81	2,725	–	–	–	–	–	–	–	–
Tinnevelly	–	–	2	399	26	1,188	104	3,198	132	4,785	–	–	1	68	121	3,681	122	(h) 3,749
Malabar	1	10	2	753	22	1,674	9	433	34	2,870	–	–	–	–	10	463	10	(i) 463
South Canara	–	–	1	281	18	954	29	575	48	1,810	–	–	–	–	1	37	1	(k) 37
TOTAL	14	319	33	8,873	382	22,640	970	18,696	1,399	50,528	–	–	9	449	155	4,567	164	(l) 5,016

NAME OF DISTRICT.	19. Number of Female Schools of the Higher Class.	20. Number of Pupils.	21. Number of Female Schools of the Middle Class.	22. Number of Pupils.	23. Number of Female Schools of the Lower Class.	24. Number of Pupils.	25. Total Number of Female Schools.	26. Total Number of Pupils.	27. Number of Normal Schools.	28. Number of Pupils.	29. Number of other Schools for Special Education.	30. Number of Pupils.	31. Total Number of Schools.	32. Total Number of Pupils.
Ganjam	–	–	–	–	–	–	–	–	–	–	–	–	30	1,524
Vizagapatam	–	–	–	–	–	–	–	–	1	110	–	–	28	1,402
Godaveri	–	–	1	16	1	31	1	31	1	14	–	–	116	3,330
Kistna	–	–	1	26	3	84	4	110	–	–	–	–	26	1,135
Bellary	–	–	–	–	–	–	–	–	–	–	–	–	19	1,134
Kurnool	–	–	–	–	–	–	–	–	–	–	–	–	5	202
Cuddapah	–	–	–	–	–	–	–	–	–	–	–	–	47	997
Nellore	–	–	2	93	–	–	2	93	–	–	–	–	226	3,918
Madras	4	433	29	2,029	–	–	33	2,462	1	236	4	545	106	11,282
South Arcot	–	–	3	65	–	–	3	65	–	–	–	–	28	1,449
North Arcot	–	–	2	139	–	–	2	139	1	216	–	–	63	2,455
Salem	–	–	1	33	2	48	3	81	–	–	–	–	25	1,438
Tanjore	–	–	4	221	7	170	11	391	1	109	–	–	73	4,836
Trichinopoly	–	–	2	37	1	28	3	65	1	251	–	–	31	1,530
Coimbatore	–	–	1	70	–	–	1	70	–	–	–	–	386	7,479
Madura	–	–	1	42	–	–	1	42	1	82	–	–	83	2,849
Tinnevelly	–	–	9	355	28	875	37	1,230	2	387	–	–	293	10,151
Malabar	–	–	2	201	–	–	2	201	1	280	–	–	47	3,814
South Canara	–	–	2	64	4	141	6	205	–	–	–	–	55	2,052
TOTAL	4	433	60	3,391	46	1,377	110	5,201	10	1,685	4	545	1,687	62,975

(a) Of these, 27 are girls.
(b) Of these, 79 are girls.
(c) Of these, 44 are girls.
(d) Of these, 10 are girls.
(e) Of these, 23 are girls.
(f) Of these, 1 is a girl.
(g) Of these, 19 are girls.
(h) Of these, 973 are girls.
(i) Of these, 56 are girls.
(k) Of these, 7 are girls.
(l) Of these, 1,239 are girls.

Besides the girls attending purely Female Schools and the schools denominated Mixed, there are 70 girls in the Lower Class Boys' Schools. Of these, 55 attend the Village Schools in the Coimbatore District, six attend the Village Schools in the Madura District, and nine attend the Gospel Society's Schools in the Tinnevelly District. The total number of girls is 6,510, distributed thus:—

Girls attending purely Female Schools		5,201
Ditto	Mixed ditto	1,239
Ditto	Lower Class Boys' Schools	70
	Total	6,510

10. Of the 62,975 pupils entered in the foregoing statements—

537	are Europeans.
4,124	„ East Indians.
9,095	„ Native Christians.
47,308	„ Hindus.
1,911	„ Mahomedans.
62,975	

Also of the number, 6,510 are girls; of whom

172	are Europeans.
1,545	„ East Indians.
3,030	„ Native Christians.
1,761	„ Hindus.
2	„ Mahomedans.
6,510	

The numbers studying different languages are as follow:—

Language.	English.	Greek.	Latin.	Sanscrit.	Hindustani.	Persian.	Uriya.	Telegu.	Tamil.	Malayalam.	Canarese.	Tulu.	German.
Number of Pupils instructed in it	32,159	74	242	325	553	107	962	16,182	36,343	3,583	1,792	321	10

As many of the pupils study more than one language, the same youths enter the foregoing numbers twice or oftener.

11. Annexed is a table placing in comparison, for the several districts of the Presidency, the number of schools and that of scholars for 1862-63, with the numbers for the year under review. It will be seen that the number of Government schools has diminished by 16, while the aggregate attendance at such institutions has increased by 1,617. The diminution in the number of schools is accounted for by the abolition of some of the Elementary Hill Schools, by the disconnection of the Yeomiah Schools with the Department, and by the removal from the list of Government institutions of the Tahsil and Samut Schools, formerly existing in the Godaveri District. It is probable that the Hill Schools will be re-established in more favourable localities when efficient teachers can be secured. The Yeomiah Schools were Mahomedan institutions of a religious and charitable character, in which the Koran was read, but no secular instruction of any value was afforded. On a representation being made of their utter worthlessness in an educational point of view, Government were pleased in their Order No. 266, of the 23rd October 1863, to give the following instructions:—"The Yeomiah Schools * * * should in future be excluded from the returns as well as from the Educational Budget. The Yeomiahs are charitable grants made by the former Government, which have been continued by the British Government, and should be charged in the annual budget to the head of charitable allowances." The Tashil and Samut schools, though no longer bearing these designations, have in some instances a renewed existence under another name. To appreciate fully the rise in the attendance at Government schools, it is necessary to take into account, not only the diminution in the number of such institutions, but also the fact that at Combaconum Provincial College, and some of the more advanced Provincial and Zillah Schools, the lowest classes have been abolished, and Aided Schools, commonly termed Town schools, established in their room. On the 31st March last the aggregate attendance at these schools amounted to 839. Taking the totals for the Presidency, the number of schools in connection with the Department has more than doubled, and the number of pupils has increased by upwards of 91 per cent. in the five years from the close of 1862-63, to the close of 1867-68. The progress is no doubt very unequal for different districts; the figures for Kurnool are altogether unsatisfactory; and those for some other

districts, though decidedly better, indicate that very much remains to be accomplished before the department can be said to have even a tolerable hold upon the population.

NAME OF DISTRICT.		Government Colleges and Schools.	Number of Pupils.	Schools supported by a Rate.	Number of Pupils.	Private Colleges and Schools receiving Grants-in-Aid. Established by Missionary Societies.	Established by other than Missionary Societies.	Number of Pupils.	Private Schools under Inspection, which have not received Grants.	Number of Pupils.	Total Colleges and Schools.	Total Number of Pupils.
Ganjam	1862-63	(a) 26	903	–	–	–	1	62	1	39	28	1,004
	1867-68	22	1,176	–	–	–	7	321	1	27	30	1,524
Vizagapatam	1862-63	7	239	–	–	–	8	307	1	89	16	635
	1867-68	(b) 8	430	2	81	–	14	654	4	237	28	1,402
Godaveri	1862-63	(c) 13	691	99	1,793	1	2	113	–	–	115	2,597
	1867-68	5	417	69	1,066	2	39	1,767	1	80	116	3,330
Kistna	1862-63	1	33	–	–	3	3	600	–	–	7	633
	1867-68	1	43	–	–	6	19	1,092	–	–	26	1,135
Bellary	1862-63	(d) 4	364	–	–	5	2	427	1	37	12	828
	1867-68	(e) 4	446	3	103	8	3	549	1	36	19	1,134
Kurnool	1862-63	1	133	–	–	–	–	–	–	–	1	133
	1867-68	1	91	–	–	–	3	88	1	23	5	202
Cuddapah	1862-63	1	118	–	–	–	1	54	(f) 21	396	23	568
	1867-68	1	195	–	–	–	7	259	39	543	47	997
Nellore	1862-63	(g) 7	80	–	–	2	–	124	–	–	9	204
	1867-68	–	–	5	211	4	58	1,747	159	1,960	226	3,918
North Arcot	1862-63	(h) 9	1,029	–	–	1	2	97	–	–	12	1,126
	1867-68	(i) 7	1,102	–	–	2	42	1,161	12	192	63	2,455
Madras	1862-63	16	1,986	–	–	24	15	4,097	14	1,497	69	7,580
	1867-68	(j) 19	1,879	1	227	45	34	8,876	7	300	106	11,282
South Arcot	1862-63	9	622	–	–	–	–	–	4	229	13	851
	1867-68	(k) 10	677	8	274	5	5	496	–	–	28	1,447
Salem	1862-63	5	447	–	–	–	–	–	–	–	5	447
	1867-68	(l) 6	755	–	–	4	14	666	1	17	25	1,438
Tanjore	1862-63	(m) 8	626	–	–	9	–	812	23	545	40	1,983
	1867-68	(n) 8	1,057	–	–	27	13	3,275	25	504	73	4,836
Coimbatore	1862-63	(o) 7	405	–	–	5	53	1,579	75	1,180	140	3,164
	1867-68	6	387	5	181	1	114	2,854	260	4,057	386	7,479
Trichinopoly	1862-63	2	257	–	–	1	–	68	(p) 14	326	17	651
	1867-68	2	357	–	–	9	12	1,048	8	125	31	1,530
Madura	1862-63	(q) 4	385	–	–	1	–	56	5	177	10	618
	1867-68	3	446	–	–	3	33	1,401	44	1,002	83	2,849
Tinnevelly	1862-63	–	–	–	–	189	2	6,748	79	1,587	276	8,335
	1867-68	–	–	–	–	263	8	9,830	22	321	293	10,151
South Canara	1862-63	(r) 5	193	–	–	5	3	437	–	–	13	630
	1867-68	(s) 5	474	3	171	16	7	891	24	516	55	2,052
Malabar	1862-63	6	629	–	–	1	2	288	–	–	9	917
	1867-68	(t) 7	825	11	1,127	5	3	810	21	1,052	47	3,814
Total for 1862-63		131	9,140	99	1,793	247	94	15,869	238	6,102	809	32,904
Total for 1867-68		115	10,757	107	3,441	400	435	37,785	630	10,992	1,687	62,975
Increase in 1867-68		–	1,617	8	1,648	153	341	21,916	392	4,890	878	30,071
Decrease in 1867-68		16	—	—	—	—	—	—	—	—	—	—

(a) Three Hill Schools and the Russelcondah Normal Class have been abolished.
(b) Taluq School at Gunapur has been established.
(c) Seven Tahsil and Samut Schools have been closed, and the Central School, Narsapur, was made a Grant-in-aid School. Some of the Village Rate Schools have been abolished.
(d) The Anglo-Vernacular School, Pennaconda, has been closed.
(e) The Bellary Provincial School is counted twice.
(f) These were the Gospel Society's Village Schools, which do not now appear in the Inspectors' Returns.
(g) These were the Yeomiah Schools in Nellore, established during the time of the Nabob's government. They have been disconnected with the Department.
(h) Three Yeomiah Schools have been disconnected with the Department.
(i) Taluq School, Tripatti, has been established.
(j) The Presidency Medical and Civil Engineering Colleges are counted twice.
(k) Taluq School, Tricalore, has been established.
(l) Taluq School, Namkal, has been established.
(m) Taluq School at Kattalam has been closed.
(n) The Combaconum Provincial College is counted twice.
(o) Taluq School at Anamalai has been abolished.
(p) These were the Gospel Society's Eurangalore and Trichinopoly Mission Schools. Of these the Inspectors' Returns for 1867-68 contain only seven, five of the Erungalore, and two of the Trichinopoly Mission, the remaining one being the Roman Catholic Convent School at Porathagudy.
(q) The Taluq School at Permagady has been closed.
(r) The Taluq School at Mulki has been constituted a Rate-School.
(s) The Provincial School at Mangalore has been established.
(t) The Calicut Provincial School is counted twice.

12. The Inspecting Agency of the Department comprised the following officers on the 31st March 1868 :— Inspecting agency.

Inspectors of Schools	5
Deputy Inspector of Schools, Malabar and Canara	1
Other Deputy Inspectors of Schools	17
Inspecting Schoolmasters	10
Superintendent of Hill Schools	1
	34

13. Mr. Bowers, the Inspector of the 1st Division, continued on leave during the past year, his duties being performed by Mr. H. B. Grigg. Changes occurred among the Subordinate Inspecting Officers of the 2nd, 3rd, and 5th Divisions, and the Sub-Division of Malabar and South Canara; some of these were made with a view to allow of measures being taken to bring lower class schools into connection with the Department, so as to secure their improvement.

14. A Table showing the chief features in the work of the Inspectors and Deputy Inspectors, will be found in the Appendix.

15. Subjoined is a summary of the actual expenditure during the year under review. Summary of actual expenditure.

Charges.	Expenditure during 1867–68. From Imperial Funds.	From Local Funds.
	Rs. a. p.	*Rs. a. p.*
Direction and its subsidiary charges	34,110 8 5	—
Inspection and its subsidiary charges	1,01,735 10 11	—
Instruction (including all educational expenditure not coming under the above heads)	5,74,893 12 4	1,32,657 14 10
Total *Rs.*	7,10,739 15 8	1,32,657 14 10

16. The only changes in the University regulations requiring notice in the present Report, are certain relating to the fees to be charged for admission to examinations in Arts. From 1868-69 the fee at Matriculation is fixed at 8 rupees, instead of 5 rupees; that at the First Examination in Arts at 15 rupees, instead of 10 rupees; and that at the Bachelor of Arts examination, at 30 rupees, instead of 25 rupees. University.

17. The following statement exhibits the results of the various examinations held by the University of Madras from the establishment of that body in 1857 to the close of last official year.

Statement of Results of University Examinations from 1857 to 1868.

Years.	Matriculation Examination. Number of Candidates Examined.	Passed. From Government Institutions.	Passed. From Private Institutions.	First Arts Examination. Number of Candidates Examined.	Passed. From Government Institutions.	Passed. From Private Institutions.	Bachelor of Arts Examination. Number of Candidates Examined.	Passed. From Government Institutions.	Passed. From Private Institutions.	Bachelor of Civil Engineering Examination. Number of Candidates Examined.	Passed. From Government Institutions.	Passed. From Private Institutions.	Bachelor of Laws Examination. Number of Candidates Examined.	Passed. From Government Institutions.	Passed. From Private Institutions.
1857-58 (Sept. 1857	41	29	7	No examination			No examination			No examination			No examination.		
1857-58 (Feb. 1858	79	11	7	- - ditto			2	—	2	- - ditto			- - ditto.		
1858-59	57	22	8	- - ditto			9	7	1	- - ditto			- - ditto.		
1859-60	52	23	—	- - ditto			10	2	3	- - ditto			4	1	—
1860-61	80	35	13	- - ditto			10	6	—	- - ditto			5	3	—
1861-62	195	49	33	- - ditto			6	5	—	- - ditto			5	2	2
1862-63	252	58	47	- - ditto			12	6	2	- - ditto			4	—	2
1863-64	390	93	50	82	19	4	21	10	1	6	1	—	10	2	—
1864-65	565	137	86	167	39	11	29	10	1	5	4	—	3	1	1
1865-66	555	120	109	214	53	23	8	6	—	—	—	—	2	2	—
1866-67	895	142	164	250	57	59	18	11	2	—	—	—	10	4	3
1867-68	1,066	128	210	350	71	46	24	13	1	—	—	—	14	3	11
Total	4,227	847	734	1,063	239	143	149	76	13	11	5	—	57	18	19

Remarks.—Besides the results tabulated in the Statement, a Candidate obtained the degree of M.D., in 1858-59, and another that of L.M. and S., in 1867-68.

18. In 1867-68 came into operation the new rule requiring a candidate at the Matriculation examination to secure one-third of the maximum marks in English instead of one-fourth, as previously demanded. The change might have been expected to reduce the number of candidates for the year; such, however, was not the effect, 1,066 offering themselves for examination in December 1867, against 895 in December 1866. At the same time the increase of the minimum in English may be held to account for the comparatively small advance in the number of matriculated students; for 1866-67 the number was 306, while for the year under review it rose no higher than 338.

19. The progress of Anglo-Vernacular education in Private Schools is shown by 210 passed candidates proceeding from such Institutions, while only 128 came from Government Schools; the former number exceeds that for 1866-67 by 46, the latter falls short of the corresponding one for that year by 14. The falling off in regard to Government Schools is perhaps mainly due to a greatly diminished number of matriculated students at Combaconum Provincial College; on this point it is to be remarked that during the past year the College has had for the first time a second year as well as a first year collegiate class, in consequence of which the Matriculation Class was unable to obtain as large a share of attention from the senior teachers as fell to it in former years. The number of Private Schools which sent up successful candidates to the Matriculation examination of 1867-68, was 44 against 40 for 1866-67; the steady and very considerable increase shown by the numbers for former years, 19, 29, and 40, has consequently received a check, most probably from the increase in the minimum in English.

20. While, as already pointed out, the majority of matriculated candidates came from Private Schools, the case is different in respect to the higher University examinations; of the candidates who passed the first examination in Arts in 1867-68, 71 came from Government and 46 from Private Schools. Here there is a decided falling off on the part of the latter institutions, as for 1866-67 the numbers stood at 57 for Government, and 59 for Private Schools. The total number of passed candidates at the First Arts test is only greater by one than that for the previous year.

21. The results of the Bachelor of Arts examination for 1867-68 show a slight improvement over those for 1866-67, the total number of Bachelors being greater by one, and one of the candidates for 1867-68, having secured a place in the first class, while nothing higher than a 2nd class was obtained the previous year.

22. The Bachelor of Laws examination was attended by 14 candidates, of whom 10 succeeded in passing, seven being placed in the 2nd, and the rest in the 3rd class. Up to the close of 1866-67, the graduates in Law numbered 23; the addition of 10 during the past year must therefore be regarded as a satisfactory result.

23. During the year under review the Degree of Licentiate in Medicine and Surgery was conferred upon an ex-student of the Medical College, who claimed it under a Resolution passed by the Senate of the University in 1864. According to the regulations now in force, the above degree has been replaced by that of Bachelor of Medicine and Master of Surgery.

24. The annexed Tables give the particular Institutions at which the successful candidates in the late Matriculation, First Arts, and Bachelor of Arts examinations completed their course of studies, according to the lists published under the authority of the University.

Name of Institution.	Number in both Classes.
Matriculation Examination:	
Government Institutions.	
Presidency College	30
Provincial College, Combaconum	13
„ School, Bellary	7
„ „ Calicut	11
„ „ Mangalore	2
Zillah School, Berhampore	3
„ Rajahmundry	2
„ Salem	8
„ Chittoor	12
„ Madura	10
„ Cuddapah	3
„ Kurnool	1
Madrasa-i-Azam	2
Normal School, Madras	8
„ Trichinopoly	2
„ Vizagapatam	4
Matriculation Examination—*continued.*	
Government Institutions—continued.	
Normal School, Vellore	1
„ Cannanore	7
Anglo-Vernacular School, Mayaveram	1
Normal Class, Nursapur	1
	128
Private Institutions.	
Doveton College	8
Gospel Society's High School, Tanjore	11
Free Church Mission Institution, Madras	20
Saint Joseph's College, Negapatam	4
Anglo-Vernacular School, Sydapett	5
Hindu Anglo-Vernacular School, Coimbatore	4
Gospel Mission Seminary, Sullivan's Gardens	9
Patcheappa's Central Institution, Madras	13

Name of Institution.	Number in both Classes.
Matriculation Examination—*continued.*	
Private Institutions—continued.	
Bishop Cotton's School, Bangalore	4
High School, Trivandram	12
Wesleyan Mission School, Mysore	4
Wesleyan Mission School, Bangalore	3
Church Mission Anglo-Vernacular School, Masulipatam	4
Patcheappa's Branch School, Conjeveram	3
Military Male Orphan Asylum	2
High School, Bangalore	10
Wesleyan Mission School, Manargudy	2
„ „ Institution, Royapetta	2
Saint Mary's Roman Catholic Seminary	4
London Mission Institute, Bangalore	5
Grammar School, Ootacamund	8
Government School, Hassan	3
Gospel Society's Anglo-Vernacular School, Vepery	4
Saint Aloysius' School, Vizagapatam	2
Church Mission School, Ellore	1
Wesleyan Mission School, Negapatam	1
London Mission School, Madras	6
Forest Hill, Kent, England	1
Gospel Mission Seminary, Vediarpuram	4
Anglo-Vernacular School, Royapetta	1
Church Mission Native English School, Palamcotta	6
Rate School, Palghut	2
Hindu School, Vizagapatam	1
Bishop Corrie's Grammar School	4
Gospel Society's School, Trichinopoly	3
Hindu Anglo-Vernacular School, Tinnevelly	2
Lutheran Mission School, Tranquebar	2
Wardlaw Institution, Bellary	3
Saint Andrew's Parochial School, Bangalore	3
Native Education Institution, Bangalore	1
Free Church Mission School, Nellore	1
Wesleyan Mission High School, Trichinopoly	2
Chundrically Seminary	2
Central School, Narsapur	1
Private tuition	17
	210

Name of Institution.	Number in both Classes.
First Arts Examination.	
Government Institutions.	
Presidency College	29
Provincial College, Combaconum	18
„ School, Bellary	5
„ „ Calicut	3
Zillah School, Rajahmundry	1
„ Madura	2
„ Salem	2
Normal School, Madras	7
„ Trichinopoly	1
„ Vellore	1
„ Vizagapatam	1
Anglo-Vernacular School, Mayaveram	1
	71
Private Institutions.	
Free Church Mission Institution, Madras	9
Gospel Society's High School, Tanjore	4
Church Mission Anglo-Vernacular School, Masulipatam	3
Wesleyan Mission School, Bangalore	2
High School, Trevandrum	4
American Mission School, Madura	1
Bishop Corrie's Grammar School	1
High School, Bangalore	1
Wesleyan Mission School, Negapatam	1
Ootacamund Grammar School	1
Wesleyan Mission Institution, Royapetta	1
Gospel Society's High School, Trichinopoly	1
Rajah's Free School, Puducotta	1
Church Mission Native English School, Palamcotta	1
Gospel Mission Seminary	4
Private tuition	11
	46
Bachelor of Arts Examination.	
Presidency College	12
Gospel Mission Seminary, Sullivan's Gardens	1
Private tuition	1*
	14

* Previously educated at the Madras Normal School.

25. The number of Candidates corresponding to each of the optional languages in the three examinations of the Faculty of Arts is shown beneath :— Distribution of candidates according to their optional languages.

Languages.	Matriculation Examination.		First Arts Examination.		Bachelor of Arts Examination.	
	Examined.	Passed.	Examined.	Passed.	Examined.	Passed.
Greek	-	-	1	1	—	—
Latin	86	55	16	3	1	1
Sanscrit	10	1	3	2	—	—
Tamil	535	154	202	64	16	10
Telugu	203	64	59	24	7	3
Malayalum	98	31	35	11	—	—
Canarese	109	30	28	9	—	—
Hindustani	28	3	6	3	—	—

26. The several classes of the community to which the candidates belong are noted in the following table :— Distribution of candidates according to the classes of the community.

Classes of the Community.	Matriculation Examination.		First Arts Examination.		Bachelor of Arts Examination.	
	Examined.	Passed.	Examined.	Passed.	Examined.	Passed.
Brahmins	539	172	202	57	9	8
Other Hindus	312	70	77	25	12	4
East Indians	47	40	18	8	—	—
Europeans	49	28	11	4	1	1
Mahomedans	27	2	6	2	—	—
Native Christians	68	27	35	11	2	1

27. The

Expenditure of the University.

27. The expenditure of the University during 1867–68 was as follows:—

	Rs.	a.	p.
Establishment	4,294	–	–
Examiners' fees	15,750	–	–
Stationery	759	7	7
Printing charges	927	–	7
Furniture	9	–	–
Postage	984	10	–
Other contingencies	1,498	12	11
Total Rs.	24,222	15	1

The amount of fees received from candidates was 10,555 rupees.

Presidency College.
6 professors.
5 English, 7 vernacular } Masters.
246 general branch, 17 legal branch } Pupils.

28. Shortly after the commencement of 1867–68, Mr. Thompson returned from England and resumed charge of the Principalship of the Presidency College. Mr. Craig, the Professor of Logic and Moral Philosophy, was compelled by ill-health to go on leave in April 1867, and his place was taken by P. Rungánada Mudali, who had distinguished himself highly as a student of the college, and had proved himself an efficient teacher in the junior department. Some minor changes of a temporary nature were also carried out.

29. At the close of 1867 the lowest class of the junior department was abolished; this move was made in conformity with the scheme originally laid down, according to which the college is ultimately to contain only matriculated students qualifying for the degree of Bachelor of Arts.

30. At the close of 1867–68, the senior department contained 104 students against 85 for the preceding year. The attendance has made a continuous and steady advance since 1862–63, when the number of pupils was only 47; and the increase during the past year is decidedly satisfactory, when the existence of rival institutions, such as the Provincial College at Combaconum and the collegiate department of the Free Church of Scotland's central institution, is taken into account. Of the 104 pupils, 46 belonged to either the town or the district of Madras, and the remainder to other localities, the main sources of supply being Malabar and Travancore, North Arcot, Salem, Ceylon, Bellary, and South Arcot.

31. The college sent in 14 candidates for the Bachelor of Arts degree; of these, 11 passed, one, Swaminadha Suba Rau, securing a place in the first class. To the First Examination in Arts 28 pupils were sent up and 23 passed, 4 being placed in the first class, which contained only 10 candidates altogether. At the Matriculation Examination, out of 58 students who underwent the test, only 29 succeeded in passing. This result is not as satisfactory as those for the higher examinations; still the ratio of passed candidates to examinees is considerably superior to the general average for the whole Presidency, and an allowance must be made for the fact that this year the minimum in English was raised from one-fourth to one-third. Upon the whole, the college may be said to have been decidedly successful in the University Examinations of 1867–68. The ordinary College Examination in December last also afforded creditable results. A very serious falling off has occurred in the attendance at the Law class; on this point a reference has been made to the principal of the college and the law professor, and it is hoped that a remedy will be found for the evil. Lectures were delivered in 1867 upon contracts, torts, and mercantile law.

32. To meet the wants of Canarese students, it is proposed to attach a teacher of Canarese to the institution; a similar course will have to be pursued in regard to Hindustani, when a sufficient number of matriculated Mussulman youths offer themselves for admission.

33. The new college building, which promises to be a very handsome structure, is not yet complete; it is expected, however, to be finished about the beginning of 1869.

Provincial College, Combaconum.
14 masters.
389 pupils.

34. The provincial college at Combaconum, which was raised to its present grade at the commencement of 1867, will not send up its first set of candidates for the degree of Bachelor of Arts till February 1869; the class for the instruction of such candidates in the studies of their third and final year was formed in January last.

35. In December 1867, the second-year college class, which was then the highest in the institution, was examined by various gentlemen; the results were in general decidedly creditable; but in Tamil there was a deficiency, which seems attributable to the disinclination of the students for the study of that language. The college sent up 26 candidates to the First Examination in Arts; of these, 18 were successful, two being placed in the very small first class. The Matriculation Examination was attended by only 18 students, of whom 12 were passed by the examiners. The diminution in the number of examinees upon the number for 1866–67 was the effect of an arrangement which was deemed advisable in consequence of the raising of the minimum in English at the Matriculation test.

The

The results of the examination of the junior classes of the college were satisfactory. On the whole the institution worked well during 1867-68; and it is worthy of notice that the numerical strength of the senior department, or College proper, viz., 57, is equal to that of the senior department of the Presidency College for the year 1863–64.

36. Owing to the exigencies of the educational department, the second master of the college had to be temporarily transferred to Calicut Provincial School. This removal, though necessary, cannot but have weakened seriously the teaching staff of the college, already scarcely competent to perform the work imposed upon it.

37. A Hindu gentleman, by name Chundraprakasa Moopanar, who was for some time a pupil in Combaconum Provincial School, has marked his appreciation of the value of the institution by undertaking to found endowments for two scholarships of seven rupees per mensem each, and an annual gold medal of the value of 100 rupees. These benefactions, with the Beauchamp medal and the Edward Bird scholarship, constitute gratifying proofs of the interest taken in the Provincial College by the inhabitants of Tanjore.

Medical College.
8 professors.
4 assistants.
119 pupils.

38. While the official year extends from the 1st April to 31st March, the working year at the Medical College runs from the 1st October to the 30th June; it is therefore impracticable to introduce in this place a complete notice of the operations of the college during the session 1867-68. Brief mention will be made here of the events most worthy of remark during the past official year; and in the Appendix will be found the report of the principal for the session 1866–67.

39. In June 1867, when the examinations of the college were held, there were six students in the Senior Department, 49 in the Second, and 61 in the Junior Department. One of the members of the Senior Department, having completed the prescribed course, was tested for the diploma of the college; as, however, he was reported to have failed in operative surgery, it was determined to defer issuing the diploma till he should pass a satisfactory examination in that subject. The candidate has since appeared before a Board of examiners, and has been declared to have passed in operative surgery. The diploma thus qualified for is the last which will be given; henceforward the only academic honours open to the students of the college will be the degrees of the University.

40. At the close of the session, 10 students passed out from the Second Department as assistant apothecaries, and 22 from the Junior Department as hospital assistants. At the same time it was found necessary to discharge for incompetency five pupils of the Second and 11 of the Junior Department. These numerous dismissals must be allowed to constitute an unsatisfactory feature in the working of the college.

41. Several changes occurred in the staff of the College during the year 1867-68; of these, some were consequent upon the new arrangements as to professorships notified in General Orders of Government, No. 370, of the 4th April 1867. In addition, Dr. Bidie, professor of botany, was temporarily withdrawn from his duties, and sent as Commissioner to inquire into the ravages of the "Borer" in Mysore, Coorg, &c.

Civil Engineering College.
9 teachers.
103 pupils.

42. The Civil Engineering College contained 117 students at the commencement and 102 at the close of last session. Of the latter number, seven were in the first department, 57 in the second, and 38 in the special department for surveying and drawing; 22 were military students. The Abyssinian Expedition led to the withdrawal of a commissioned officer from the First Department and of five military students from the Second; the former, before he left, was given a special examination, on the results of which he was awarded a certificate as assistant engineer. The other members of the First Department had not completed the prescribed period at the late annual examination; they will, therefore, have to come up in 1868-69. Of the students in the senior class of the Second Department, 19 qualified as Taluq overseers in the Madras Public Works Department, and the remaining six passed the minor test required for the Bengal Public Works Department. In the Special Department 11 pupils secured certificates for drawing, three of the first grade, five of the second grade, and the remainder of the third; for surveying, the results were not equally satisfactory, four pupils obtaining certificates of the second and an equal number of certificates of the third grade. The photographic class worked in a tolerably satisfactory manner; the cost amounted to *Rs.* 593. 4., of which 70 rupees was recovered by the sale of photographs. A course of lectures on chemistry was delivered by Mr. Ogg, Professor of Chemistry at the Medical College: the members of the first department and those of the senior class of the second appear to have profited by the lectures. The conduct of the students was fair, upon the whole; but three military students and one civil pupil had to be dismissed for misconduct, the former being remanded to their regiments.

Collegiate classes at provincial schools.

43. To complete the review of collegiate education, it is necessary to notice here the classes at provincial schools in which instruction is given beyond the Matriculation standard. At both Bellary and Calicut classes exist to prepare youths for the First Examination in Arts; at the former the class contained 11, and at the latter 10 students, on the 31st March last. The institutions generally will be noticed under the head of Government Schools of the Higher Class.

Attendance and expenditure of the several Government colleges, &c.

44. The following statement shows the attendance and expenditure of the several Government colleges, excluding the schools attached to them :—

	General Education.	Special Education.	Remarks.
Number of institutions - -	4	3	The legal branch of the Presidency College has been reckoned as a separate institution.
Number on the rolls during 1867–68 (monthly average) - - - -	139	30	
Average daily attendance during 1867–68 - - - - - -	122	23	
	Rs. a. p.	*Rs. a. p.*	
Total expenditure from Imperial funds - - - - - -	52,038 15 8	8,625 12 9	
Total expenditure from local funds	4,280 4 2	250 - -	

GOVERNMENT HIGHER CLASS SCHOOLS.
Provincial Schools.

Name of School.	Number of Masters.	Number of Pupils.
Cellary - - -	9	294
Calicut - - -	12	307
Mangalore - -	10	281
Total - - -	31	882

45. The provincial school at Bellary appears to have suffered to some extent from the absence of its head master during about half of the past year. Mr. Kershaw's place was temporarily filled by the former head of the Madura zillah school. The school sent up 11 candidates to the Matriculation examination, of whom seven passed, two obtaining places in the first class. The First Examination in Arts was attended by five students, three of whom were successful. The ratios of passed candidates to examinees are very fair, but the numerical weakness of the senior classes is a matter for regret. The results at inspection were generally satisfactory; improvement is, however, called for in the Telugu classes. The Calicut Provincial School, though it has undoubtedly advanced of late years, has not made as much progress as was hoped for. The school sent 25 pupils into the Matriculation, and five into the First Arts Examination; of the two sets of candidates, 11 and three passed the respective tests. With regard to the large number of failures at Matriculation, it is to be observed that several of the candidates joined the Matriculation class after the Inspector visited the institution in August 1867. Mr. Marden's report upon the school is generally favourable, but he complains that the pronunciation of English by the 5th class was very defective. Mr. Garthwaite, who inspects the vernacular classes of the school, and whose previous reports have been more or less unfavourable, is of opinion that the study of Malayalam does not hold a sufficiently high position in the institution. Though the aim has been to strengthen the Malayalam element in the teaching staff as far as possible, much more remains to be accomplished in this direction; and it is extremely difficult to secure a Malayalam master capable of preparing the students for the University examinations. Towards the close of the official year, Mr. Hogarth was given leave of absence to England, and Mr. Gopal Rau was transferred from Combaconum Provincial College, and appointed acting head master. The Mangalore Provincial School, though still not occupying the position which it is intended to take, made as much progress during the past year as the educational backwardness of the district and the weakness of the teaching staff would permit. There was perhaps a little over-haste to realise aims which require for their accomplishment, not only zeal and energy, but time. Of eight students that attended the Matriculation examination, two passed. Mr. W. E. Ormsby, B.A. and LL.B., of Trinity College, Dublin, who was sent out to fill another appointment, has been placed at the head of the provincial school; and it is to be hoped that his exertions, seconded, as they no doubt will be, by those of his assistant masters, will place the school on a level with the other institutions of its own grade. During 1868 the highest class will be one preparing students for Matriculation; but it is hoped that in the beginning of the following year it will be found practicable to establish a First Arts class. Great delay has occurred in the erection of the new building for the provincial school.

Name of School.	Number of Masters.	Number of Pupils.
Berhampore - -	10	235
Rajahmundry - -	9	201
Kurnool - - -	5	91
Cuddapah - -	6	195
Cuddalore - -	10	212
Chittoor - - -	11	365
Salem - - -	11	321
Madura - - -	10	282
Madrasa-i-Azam -	12	307
Total - - -	84	2,209

46. The Berhampore zillah school made some progress during the past year, though it is still below the proper standard. It suffered a heavy loss in the accidental death by drowning of the second master, T. Murdi Rau, B.A. It is always difficult to get well-educated men to go to Ganjam, and for some time it was impracticable to fill the vacancy left by Murdi Rau's death. At last the second master at Rajahmundry, whom it was considered highly expedient to remove to another station, was posted to Berhampore. The results at inspection were tolerably favourable, and the attendance has improved, both numerically and in regularity. At the Matriculation examination, four pupils appeared, but only one passed. The new schoolhouse has been finished and taken into occupation; it is said to be an excellent building, light and airy, but

but hardly large enough. The defect just mentioned will be partially met by the abolition of the lowest class, which is to take place at the close of 1868. The instruction of the pupils thus discarded will be provided for in a town school, to which grants will be issued. The school at Rajahmundry is still without a permanent head master, as the proposal for its conversion into a provincial school, which was approved by the local Government, has not yet been disposed of by the Supreme Government. The second master was in charge during the early portion of the year; and, from the success of the pupils at the Matriculation test in 1866, it was believed that he was fairly competent to discharge temporarily the duties entrusted to him. This view, however, turned out to be erroneous; and unfortunately the school was seriously affected by the error. Several of the senior pupils left, preferring to prosecute their studies privately; and at the same time it was found that a species of feud existed between the second master and some of his subordinates. Mr. Grigg proceeded to Rajahmundry and investigated the matter carefully; and, on receiving his report, I felt compelled to agree with him that it was necessary to remove the second master to another station. It was with much regret that I made the move, the teacher having erred more in judgment than in anything else, and having performed steady hard work for several years. The school has now been placed under Cuppusawmi Sastri, formerly head master at Narsapur Central School, and who is to be the permanent second master when a graduate of an English University comes out to be the head of the provincial school. The Matriculation Examination was attended by five students, all of whom failed. The results at inspection were also unsatisfactory. The Kurnool Zillah School will take time before it reaches the position it is intended to occupy. During the past year, beside having to contend against the disadvantages arising from the backwardness of the district, and the unhealthiness of the town, it lost its head master, who was transferred to Cuddalore, and the person appointed to act as head master went on leave in the beginning of 1868, since when the senior assistant master has had charge of the institution. At inspection, the English of the fifth class was found to be poor; three of the members of the class attended the Matriculation Examination, and one passed. In the lower classes the boys were found deficient in geography. The Cuddapah Zillah School has made an advance under the new head master; it sent up to the Matriculation Examination six candidates, of whom three passed; and at inspection, although failures occurred in certain of the classes, Mr. Fortey considered it to be in a satisfactory state upon the whole. In the Report for 1866-67, it was remarked that as certain minor changes, which had been made in the staff of the Cuddalore Zillah School, had not proved sufficient to bring the school into a healthy state, the head master would be removed. This step has since been taken, and there seems good ground for expecting that the school will show decided improvement under the new head master. The institution sent up but one candidate to the late Matriculation Examination, and he proved unsuccessful. At inspection the higher classes did not do well, but the lower ones gave evidence of improvement. The Chittoor Zillah School is perhaps the most successful of all the institutions of its grade; the classes generally are in a creditable condition; and, at the Matriculation Examination, 11 out of 13 pupils who were tested succeeded in passing. The Zillah School at Salem continues to make good progress under the present head master. The staff of teachers has been strengthened; and, taking into account the fluctuations necessarily occurring in a body of masters, it may be said to have been rather better than worse circumstanced than other schools during the past year. Ten of the students went up to the Matriculation Examination, and seven of them passed, one obtaining a place in the first class. This result is satisfactory; and those of the inspector's examination are of the same nature. A large hall has been added to the school-house. The Madurah Zillah School lost its head master in the course of 1867, as this gentleman joined the Educational Department of Bombay on being relieved by Mr. Kershaw of the acting Head Mastership of Bellary Provincial School. The teaching arrangements of the institution have thus been of a temporary nature throughout the year. The senior class sent up 12 boys to the Matriculation Examination; of this number, an extremely favourable proportion, 10 succeeded in passing. The school-work of the junior classes was generally satisfactory, but the pronunciation of English by the fifth class was very defective. The Madrasa-i-Azam has not got a sufficiently strong staff of teachers; but allowance must be made for the difficulty in securing qualified Mussulman masters. The inspector reported so unfavourably upon the mode of teaching in some classes, that it was considered necessary to remove one man and warn three or four others. At inspection, the boys of the fifth class, most of whom had been the year before in the fourth class, and had there appeared to much disadvantage, answered very poorly, showing a great want of command of English. The inspector was also struck with the slovenly and discreditable way in which the Euclid papers were written and arranged. Of the members of the fifth class, 15 went into the Matriculation Examination, but only two succeeded in passing. On the whole, it is clear that the promotions into the fifth class were in many cases premature; and that greater thoroughness, especially in English, must be insisted upon throughout the school. The inspection results for the lower classes were better than those in the year 1866-67.

Comparative examination of the fifth classes in provincial and zillah schools.

47. In December 1867 an examination was held, as in previous years, of the fifth classes of the Provincial and Zillah Schools, and the Combaconum Provincial College; a tabular statement of the results of the examination will be found in the Appendix. When every Zillah School sends up annually a fair number of pupils to the Matriculation test, this special comparative examination may be dispensed with; at present, however, as Government schools of the same nominal grade have not yet worked up to the same

level, it is desirable for the examination to continue to be held. The total number of examinees in 1867 was 211, against 195 in the preceding year, and 177 in 1865.

48. The average age of the pupils was somewhat too high at the Madrissa and at the Bellary, Calicut, and Mangalore schools; at Bellary is found, not only the greatest age, but the greatest inequality in age, one student being 26, and another only 13. In one school alone, the Madrissa, was the time spent in the class unduly long.

49. The results in English were poor, being most unfavourable for the schools at Cuddalore, Rajahmandri, Kurnool, and Salem. The paper of questions was certainly of a difficult character, being on the English language in general, and requiring paraphrases and explanations of passages not previously studied by the pupils; still, making allowance for the character of the test, it does not seem that the knowledge of English possessed by the examinees was as good as it should have been. The answer papers generally showed improvement in regard to neatness of execution; an exception, however, has to be made in the instance of the Madrissa, the pupils of which, in too many cases, executed and put together their papers so negligently as to entail much unnecessary trouble upon the examiner.

50. The marks secured in translation were rather low, the greatest deficiencies attaching to the schools at Bellary, Cuddapah, Salem, and Kurnool. The examiner in Tamil and Telugu, while not satisfied with the translations, remarks that the handwriting of the scholars showed much improvement. The Malayalam translations presented great errors in grammar and spelling, and it appears that there was little or no improvement in these respects upon former years. The average of the marks obtained by the scholars was slightly over one-third of the maximum. As the Canarese translations came only from the newly-established school at Mangalore, which possessed but a very weak staff in 1867, it is not surprising that they were defective. The deficiencies were mainly in spelling and grammar; at an inspection which took place subsequently, it was found that considerable improvement had been made, owing to the defects having been brought to light at the comparative examination. The Canarese handwriting was good.

51. A complaint is brought, and by no means for the first time, that the pupils write their names in English in a barbarous manner, and without following any principle, so that it is extremely difficult to make out the name of a youth from the word put forward to represent it in English. The attention of the inspectors and the heads of schools has been called to the point.

52. The examinees acquitted themselves in mathematics in a decidedly satisfactory manner; and the examiner remarked that he thought the results in this subject at the Matriculation Examination would be favourable. This view proved to be correct; taking the cases of failure in a single subject at the Matriculation test in December last, while 266 failed in English, 15 in the optional languages, and 14 in history and geography, only four failed in mathematics. The several institutions did not differ at all widely in the averages of their marks; that at Combaconum stood at the head, with the Chittoor School as second.

53. In history and geography, the results were fair for Bellary, Combaconum, Salem, Chittoor, Cuddapah, Mangalore, and for the Madrissa; and poor for Cuddalore. The handwriting of some of the papers from Calicut, Cuddalore, and the Madrissa was exceptionally bad.

54. To measure fairly the work of a school, it is necessary to take into account, not only the standard attained, but the number of youths that attained that standard. Its average of marks places the fifth class at Combaconum at the head, but its superiority is made greatly more striking by the fact, that 58 scholars, or more than one-fourth of the total number examined, belong to the Provincial College. Next to Combaconum in largeness of attendance comes Calicut, where 31 boys constituted the fifth class. At the other end of the scale of attendance are Kurnool, where there were only three, and Berhampore, where there were but four examinees.

55. The Government Anglo-Vernacular Schools in the First Division have made fair progress generally; that at Bimlipatam has fallen off in attendance to some extent, but the completion of the new school-house, which is very nearly finished, is likely to have a favourable effect upon the numbers. The acting inspector holds, with Mr. Bowers, that the demand for education at Chicacole is so great as to justify the conversion of the school into one of the zillah grade. Having regard, however, to the more urgent wants of other places, it does not appear appropriate that there should be at present any further outlay of Government money upon the Chicacole School. The most successful of the Taluq schools in Ganjam is that at Tekkali, which has advanced in both standard and attendance. The school at Uperbhágo was abolished during the year, and another school of the same grade set on foot at Purushotmapur. In the district of Vizagapatam, Taluq schools have been established in two places; one at Gunapur in Jeypore, below the Ghauts, and the other at Dimala. The former is a new school; the latter is in lieu of the school at Narsipatam,

Government Middle Class Schools, First Division.

Name of School.	Number of Schools.	Number of Masters.	Number of Pupils.
Anglo-Vernacular Schools.			
Chicacole	1	5	162
Bimlipatam	1	4	77
Elur	1	4	80
Taluq Schools.			
Ganjam	5	11	209
Vizagapatam	6	13	243
Godaveri	2	4	112
Kistna	1	2	43
Total	17	43	926

patam, of which it was remarked in the Report for 1866–67 that, "having regard to the circumstances which militate against success, it will most probably be necessary to close the school and open another in some more favourable locality." Mr. Grigg is of opinion that new buildings should be erected for several of the struggling Taluq schools in the First Division; there is, however, difficulty in raising the requisite local subscriptions, and moreover, looking at the comparatively small support the schools receive from the people, it seems questionable whether any considerable expense should be incurred at present in providing superior accommodation. Of the two Taluq schools in the Godaveri District, that at Viravasaram has made satisfactory progress, while the one at Relanghi gave such unfavourable results at inspection, and otherwise appeared so unpromising, that the acting inspector recommended its transfer to Tanuku. In the Kistna District there is but one Taluq School, that at Gudur; this institution has made a decided advance, owing mainly to a change of head master.

56. The two Anglo-Vernacular Schools in the Second Division, worked fairly during 1867-68; the attendance at each rose during the year, the increase for Anantipur being upwards of 23 per cent.

SECOND DIVISION.

Name of School.	Number of Masters.	Number of Pupils.
Adoni - - -	2	52
Anantipur - -	3	100
TOTAL - -	5	152

57. The Mylapore Anglo-Vernacular School appears to have been fairly worked during the past year. The greatest deficiency found at inspection was in Tamil; this, though to be regretted, is not surprising, seeing that the pupils are Mussulman boys. The aggregate attendance for the Taluq schools in the Madras District rose by 32, and that for the schools in South Arcot fell by 41; the increase for the former belongs mainly to the school at Kunnatur, and the decrease for the latter is due to the schools at Virdachellam, Kurinjipadi, and Porto Novo. The school at Poonamallee is the best attended of the Taluq schools of the division; and an enlargement of the building is contemplated. It was stated in the Report for 1866-67 that some of the masters of the Taluq schools in South Arcot had to be removed for inefficiency. The teachers introduced in their places were principally normal students, who were superior to their predecessors in knowledge and in ability to teach; unfortunately in several cases the new masters have failed to conciliate and cultivate friendly relations with the inhabitants. The attention of the heads of the Trichinopoly and Vellore Normal Schools has been called to the above serious defect in their pupils. The schools which are the most satisfactory upon the whole are those at Trikalore, Villapuram, and Tindivanam.

THIRD DIVISION.

Name of School.	Number of Schools.	Number of Masters.	Number of Pupils.
Anglo-Vernacular School.			
Mylapore - -	1	3	74
Taluq Schools.			
Madras - - -	5	16	339
South Arcot - -	9	24	465
TOTAL - -	15	43	878

58. The three Anglo-Vernacular Schools of the Fourth Division have worked satisfactorily; the aggregate attendance at them is almost identical with that for 1866–67, the numbers at Tripatore having risen, and those at Mayaveram fallen, to very nearly the same extent. The progress of the Wallajahpetta School has been of a marked character. The Taluq Schools of the Division showed an increase in attendance of 136 pupils, or upwards of 12 per cent., at the close of last year; the increase belonged to the districts of Tanjore and Salem, the numbers for the other districts having slightly fallen. The schools at Palmanair and Tripathi suffered much from sickness, and their progress was therefore considerably impeded. The schools generally are reported on favourably.

FOURTH DIVISION.

Name of School.	Number of Schools.	Number of Masters.	Number of Pupils.
Anglo-Vernacular Schools.			
Mayaveram - -	1	5	154
Wallajahpetta -	1	9	214
Tripatore - -	1	5	131
Taluq Schools.			
North Arcot - -	4	15	307
Salem - - -	4	15	303
Trichinopoly - -	1	5	106
Tanjore - - -	5	21	514
TOTAL - - -	17	75	1,729

59. The attendance at the Taluq Schools of the Fifth Division, which had fallen in 1866–67, rose again during the year under review. The progress of the institutions has been satisfactory upon the whole, but the school at Dindigal suffered from having been without a head master for a considerable time. Complaints were made of a deficiency of books in the district depôts; under the new arrangements of the book department, which have been lately sanctioned by Government, it may be anticipated that such complaints will occur but seldom.

TALUQ SCHOOLS, FIFTH DIVISION.

District.	Number of Schools.	Number of Masters.	Number of Pupils.
Coimbatore - -	6	20	387
Madura - - -	2	8	164
TOTAL - -	8	28	551

60. The Anglo-Vernacular School at Chowghaut shows some improvement, but it has disappointed the hopes which were formerly entertained of its success. Mr. Garthwaite considers that the site is not sufficiently convenient, and recommends that when a new school-house is built it should be placed in the Hindu quarter. Some time ago steps were taken with a view to the erection of a school-house; it seems, however, unnecessary, if not undesirable, to commence the building till the institution possesses better prospects. The attendance at the Badagira Taluq School increased so considerably as to render it necessary to add to the teaching staff. Here, as at other of the Taluq schools in the sub-division, the deputy inspector believes that a rise in the numbers might be confidently reckoned on if the school-house were enlarged. Of all the Government Middle Class Schools under Mr. Garthwaite, that at Koilandi appears to be in the most satisfactory state. The schools at

MALABAR AND CANARA.

	Number of Schools.	Number of Masters.	Number of Pupils.
Anglo-Vernacular School.			
Chowghaut - -	1	2	38
Taluq Schools.			
Malabar - -	2	7	191
South Canara -	4	8	193
TOTAL - -	7	17	422

Kasragoda and Udapi suffered from the irregularities of some of their masters. The aggregate attendance of the Middle Class Schools of the sub-division increased by a little more than eight per cent. during the year.

Government schools of the lower class.

61. The attendance at the hill schools of Gumsur improved considerably during the past year, a result which may be attributed to increased vigilance on the part of the superintendent. Thus far is satisfactory, but Mr. Grigg remarks that, so far as instruction is concerned, the schools have either remained as they were in 1866–67, or declined. I have been in correspondence with Mr. Grigg upon the subject of modifying the whole scale of establishment for the schools, and re-constituting the training class formerly attached to the Russelconda Taluq School; and I hope to lay the results of the correspondence before Government at an early date. Meantime some temporary arrangements for the improvement of the schools have been made. The school for Yenadis at Sriharicottah appears to have worked pretty much as usual during the year under review.

62. It was remarked in the report for 1866–67 that the Madras Normal School, which for some time had been working in an unsatisfactory manner, had been placed under fresh management shortly after the close of the year. Mr. Bickle, the new principal, who had previously been at the head of the Vizagapatam Normal School, has been using his best endeavours to bring the school into a sound condition, and he has been supported in his efforts by his assistants; time, however, will be required before the end sought can be attained. A master, who was brought out from England to fill the vacancy caused by the promotion of one of the subordinate teachers to the head mastership of the normal school at Vizagapatam, had to be temporarily transferred to another institution to meet the exigencies of the department. This rendered the staff of the normal school weaker than it would otherwise have been; but, as the number of normal students has been comparatively limited, the transfer can scarcely have had much injurious effect. Some other changes have been made in the staff, of a nature to improve the working of the institution. The normal classes met with very bad success at the University Examinations in December 1867; only 4 students out of 17 passed the First Arts test, and five out of 28, the Matriculation Examination, while three pupils from the practising school succeeded in matriculating out of six who went up to the examination. In the course of the year, 13 students were appointed to masterships on salaries varying from 25 rupees to 70 rupees per mensem. Owing to sufficient care not having been exercised by the former Principal in the admission of youths in the normal classes, it was found necessary to dismiss a rather large number of students; this is not likely to happen again, as it has been arranged that the Principal shall hereafter test in a careful and systematic manner all candidates for admission. The scale of normal scholarships has also been revised and made somewhat more liberal, with a view to attracting a better class of students. It may be observed here, although the matter affects normal schools generally and not merely the one at Madras, that in too many instances young men seek normal studentships without any real intention to become teachers, but merely to obtain instruction gratis. This practice will be stopped when, besides the refund of scholarship money received, which is all that is required at present, the agreement executed by normal students shall provide in addition for the payment of a fine, proportional to the time passed in the school, whenever the students fail to serve as schoolmasters for the prescribed period of five years. A form of agreement of the description specified is now under consideration. In the early part of last year, the Cannanore Normal School lost the benefit of Mr. Garthwaite's services as head master, owing to this gentleman's inspecting duties having become so onerous as to demand the whole of his time and attention. In addition to this loss the institution suffered others in the removal or the death of some of the subordinate masters. Having regard to the above circumstances, credit is due to the officiating head-master, Mr. J. Small, and his assistants, for the way in which they worked the school during the past year; at the same time, as pointed out by Mr. Fowler in a special report upon the institution, there are many points on which improvement is required. Taking the normal class and the practising school together, 16 pupils went up to the Matriculation Examination in December 1867, seven proving successful; the numbers were respectively three and one for the normal class by itself. At the Teachers' Certificate Examination, 13 normal students tried for certificates of the fourth, and 10 for certificates of the fifth grade; 12 of the former and 8 of the latter were successful. During 1867–68, 12 students passed out and took up appointments in schools. There is an urgent necessity for strengthening the staff of teachers, and this cannot be done till the new scale submitted in the latter part of 1866 has received the approval of the Supreme Government. Not only do the normal students require superior instruction and training, but the practising school has to be given a more efficient organisation, in order that it may supply the place of a zillah school, and so fulfil the expectations which the inhabitants of Cannanore were encouraged to form when they subscribed the handsome sum of 6,500 rupees for a school-house. It is to be observed that the building to which allusion has just been made has been completed and taken into occupation. Mr. Moss, a trained master, who had taken the degree of Bachelor of Arts in the University of Madras, was appointed head of the Vizagapatam Normal School on the promotion of Mr. Bickle. Other changes in the staff occurred in the course of the year, the second master being appointed to succeed Cuppusawmi Sastri at Narsapore, and his place being taken by the normal master at the

GOVERNMENT NORMAL SCHOOLS.

Name of School.	Number of Masters.	Number of Pupils.	
		Normal Class.	Practising School.
Normal School, Madras - -	12	34	202
„ Cannanore -	6	26	137
„ Vizagapatam	4	32	78
„ Trichinopoly	4	31	220
„ Vellore -	5	24	192
„ Class, Narsapur - -	1	14	–
Total - - -	32	161	829

the Central School. Owing to a misconception on the part of Mr. Grigg, the school was not inspected in a formal manner during 1867–68. From the normal classes five students went up to the Matriculation and six to the First Arts Examination; of the former four, and of the latter, one passed. At the Teachers' Certificate Examination six pupils went up for the fourth grade, five succeeding; seven were examined for the fifth grade, but none passed. During the year 14 students were posted to schools, on salaries varying between 40 rupees and 20 rupees per mensem. In the year under review the Trichinopoly Normal School sent out no fewer than 17 masters, on salaries varying from 30 rupees to 10 rupees. For fourth-grade certificates three students were tested, two succeeding. For certificates of the fifth grade, six were examined, all of whom passed. These results must be regarded as satisfactory; and, in addition, it appears that four youths were successful at the Matriculation test, although preparation for that examination forms no part of the regular work of the institution. The Gospel Society's School, which is situated close to the normal school, necessarily interferes with the development of the practising branch of the latter; but this affords no reason for regret, as the practising branch is intended for the normal students, and not for the general education of the inhabitants of the town. The late head master of the Vellore Normal School being transferred to the Madras Normal School as vernacular training master, his place was supplied by the master of the practising branch of the Trichinopoly Normal School. During 1867–68, 11 appointments of masters were made from Vellore, on salaries varying from 30 rupees to 10 rupees per mensem. The school sent up six students to the fourth grade, and four to the fifth-grade examination; at each test three passed. At the Matriculation Examination one pupil was successful. The acting inspector of the division formed a very unfavourable opinion of the pupils constituting the Narsapore Normal Class when he visited the Central School in December 1867, and he proposed to transfer the class to Rajahmundry, and attach it to the zillah school. For several reasons, however, I considered the move inexpedient at present, and the class will continue at Narsapore on further trial, the scale of stipends being slightly increased. Of the members of the class, three passed for the fourth and two for the fifth grade; also eight took up masterships in schools.

63. Upon the whole, taking the practising branches of the schools into account, the results afforded by the normal schools for 1867–68 are as follow: five students passed the First Arts Examination, 24 the Matriculation, 25 secured certificates of the fourth and 19 certificates of the fifth grade, and 75 took up appointments as teachers.

Examination for teachers' certificates.

64. An examination of candidates for teachers' certificates was held at 28 different stations in the beginning of August 1867; 581 candidate masters and 26 candidate mistresses underwent the test, 210 of the former and nine of the latter proving successful. While the number of candidate teachers was smaller by 86 than that for 1866–67, the number of passed candidates was larger by 21: this result may be considered satisfactory so far as it indicates more careful preparation on the part of the candidates, but it is to be regretted that a more numerous body of female teachers did not come forward. The falling off in the number of schoolmistresses attaches chiefly to Tinnevelly and Madras; from the former district only seven came up against 37 for the previous year, while the number of passed mistresses stands at 0 against 15. The following Table gives the number of candidates, examined and passed, for the several examination stations. The only district in which no candidate passed is that of the Kristna; and the figures for Malabar and South Canara show great improvement over those for 1866–67, the former district having 37 passed masters against 14 for the previous year, and the latter six against 0.

Districts to which Candidates belong.	Place of Examination.	Candidate Masters.								Candidate Mistresses.							
		Number that Applied to be Examined.				Number Passed.				Number that Applied to be Examined.				Number Passed.			
		Fourth Grade.	Fifth Grade.	In Method and Teaching Power.	Total.	Fourth Grade.	Fifth Grade.	In Method and Teaching Power.	Total.	First Grade.	Second Grade.	Third Grade.	Total.	First Grade.	Second Grade.	Third Grade.	Total.
Ganjam	Berhampore	1	5	–	6	1	1	–	2	–	–	–	–	–	–	–	–
Vizagapatam	Vizagapatam	17	16	–	33	7	1	–	8	–	–	–	–	–	–	–	–
Godaveri	Rajahmundry	2	9	1	12	–	3	1	4	–	–	–	–	–	–	–	–
	Ellore	1	–	1	2	–	–	1	1	–	–	–	–	–	–	–	–
	Nursapur	10	35	–	45	7	4	–	11	–	–	–	–	–	–	–	–
Kristna	Masulipatam	4	13	1	18	–	–	–	–	–	–	–	–	–	–	–	–
Nellore	Nellore	2	18	1	21	–	4	–	4	–	–	–	–	–	–	–	–
Madras	Madras	14	39	20	73	1	9	11	21	–	6	7	13	–	3	5	8
South Arcot	Cuddalore	12	7	–	19	1	3	–	4	–	–	–	–	–	–	–	–

Districts to which Candidates belong.	Place of Examination.	Candidate Masters. Number that Applied to be Examined. Fourth Grade.	Fifth Grade.	In Method and Teaching Power.	Total.	Number Passed. Fourth Grade.	Fifth Grade.	In Method and Teaching Power.	Total.	Candidate Mistresses. Number that Applied to be Examined. First Grade.	Second Grade.	Third Grade.	Total.	Number Passed. First Grade.	Second Grade.	Third Grade.	Total.
North Arcot	Vellore	8	14	–	22	3	4	–	7	–	–	–	–	–	–	–	–
Salem	Salem	4	3	–	7	–	2	–	2	–	–	–	–	–	–	–	–
Trichinopoly	Trichinopoly	15	26	2	43	4	14	2	20	–	–	–	–	–	–	–	–
Tanjore	Tanjore	1	37	2	40	–	20	2	22	–	–	–	–	–	–	–	–
	Combaconum	9	4	7	20	–	1	5	6	–	–	–	–	–	–	–	–
	Tranquebar	–	–	–	–	–	–	–	–	–	3	–	3	–	–	–	–
	Negapatam	2	3	1	6	1	1	1	3	–	–	–	–	–	–	–	–
Coimbatore	Coimbatore	3	19	2	24	–	10	1	11	–	1	–	1	–	–	–	–
Madura	Madura	5	17	–	22	2	9	–	11	–	–	–	–	–	–	–	–
	Ramnad	1	2	–	3	–	1	–	1	–	–	–	–	–	–	–	–
Tinnevelly	Palamcotta	5	17	1	23	3	11	1	15	–	–	–	–	–	–	–	–
	Nazareth	3	20	–	23	1	6	–	7	–	–	–	–	–	–	–	–
	Edeyengudi	–	–	–	–	–	–	–	–	–	–	7	7	–	–	–	–
	Sawyerpuram	2	17	–	19	1	3	–	4	–	–	–	–	–	–	–	–
	Sachiapuram	1	12	–	13	–	3	–	3	–	–	–	–	–	–	–	–
Malabar	Calicut	10	15	2	27	2	1	1	4	–	–	–	–	–	–	–	–
	Cannanore	14	12	3	29	13	9	3	25	–	–	–	–	–	–	–	–
	Palghaut	4	7	3	14	2	4	2	8	2	–	–	2	1	–	–	1
South Canara	Mangalore	13	3	1	17	5	–	1	6	–	–	–	–	–	–	–	–
	Total	163	370	48	581	54	124	32	210	2	10	14	26	1	3	5	9

School of Industrial Arts. 270 pupils.

65. No change of importance was made in the working of the school of Industrial Arts in 1867-68. The receipts and disbursements of the school during the year were as follow:—

Receipts.

	Rs.	*a.*	*p.*
Superintendent's salary	12,000	–	–
Government Allowance	7,200	–	–
Allowance for house rent	3,000	–	–
Ditto for scholarships	420	–	–
Payments for work	12,380	6	5
School fees	828	12	–
Total *Rs.*	35,829	2	5

Disbursements.

	Rs.	*a.*	*p.*
Pay of Artistic Department	2,820	–	–
Pay of Industrial ditto	5,184	–	–
Remittance to Europe for tools, &c.	1,373	12	4
Cost of raw materials	3,854	9	11
Scholarships	420	–	–
Prizes	190	–	–
Contingent expenses for tools, machinery, &c.	3,598	1	5
House rent	3,000	–	–
Superintendent's salary	12,000	–	–
Balance in hand	3,388	10	9
Total *Rs.*	35,829	2	5

66. The following Statement shows the number of Government schools, with their classification, attendance, and expenditure during the year.

Description of Institution.	Number of Institutions.	Number on the Rolls during 1867–68 (Monthly Average).	Average Daily Attendance during 1867–68.	Total Expenditure. From Imperial Funds.	Total Expenditure. From Local Funds.
				Rs. a. p.	*Rs. a. p.*
Schools of the Higher Class	*14	3,419	3,106	94,004 7 3	22,002 2 –
Ditto - Middle Class	69	4,551	3,866	39,964 10 4	11,920 4 3
Ditto - Lower Class	16	495	392	2,620 – 2	—
Mixed Schools of the Higher Class	—	—	—	—	—
Ditto - - Middle Class	—	—	—	—	—
Ditto - - Lower Class	—	—	—	—	—
Female Schools of the Higher Class	—	—	—	—	—
Ditto - - Middle Class	—	—	—	—	—
Ditto - - Lower Class	—	—	—	—	—
Normal Schools	6	1,095	958	50,588 5 4	4,689 – 8
Other Schools for Special Education	†4	533	391	1,00,104 9 6	11,684 6 6
TOTAL	109	10,093	8,713	2,87,282 – 7	‡50,295 13 5

* Inclusive of the School Departments of the Presidency and Combaconum Colleges, and of the Bellary and Calicut Provincial Schools.
† Inclusive of the School Departments of the Medical and Civil Engineering Colleges.
‡ Exclusive of Building Grants.

Private schools, 1st Division.

67. The Church Missionary Society's School at Masulipatam retains its position as the foremost of all institutions, Government as well as private, in the First Division. The results at inspection bore testimony to the efficient management of the present head, the Rev. Mr. Sharp: in the University examinations also the school acquitted itself well, three pupils passing the First Arts test, and seven the Matriculation Examination. The attendance at the Hindu school, Vizagapatam, has fallen off slightly, owing to the opening of a new school in the town by the London Missionary Society. The progress of the school appears to have been interfered with by a want of judgment in classifying and promoting the scholars. To allow of the institution taking rank with a superior Government school, a head master of good qualifications is requisite. At one period of last year it was expected that this want would be supplied; unfortunately the gentleman, an Oxford graduate, whom it was in contemplation to appoint to the head mastership, ultimately declined to join the school. Only one pupil passed the Matriculation Examination from the Vizagapatam school. Of the other private schools of the division, none of which can fairly be ranked in the higher class at present, the Central School at Narsapore and the Church Missionary School at Elur passed each one pupil at the Matriculation test. The progress made in the year by the former institution was tolerably satisfactory, though in English improvement is called for. The Elur school was not in a sufficiently satisfactory state when visited by Mr. Grigg; for this the illness and consequent absence of the head master may partially account. The school at Cocanada is in a flourishing condition, so far as attendance and financial position are concerned; on the latter point it is to be remarked that, to give permanency to the institution the Rajah of Pittapore has munificently presented it with the very handsome sum of 24,000 rupees, to be invested in Government securities, as an endowment fund. At Cocanada, as elsewhere, a better head master is needed. The Samasthanam school at Vizianagram is reported on pretty favourably; but evidently it would be a mistake to make an immediate attempt to raise it to the grade of a provincial school. The Maha Rajah, who has in several other ways shown a desire to spread education among his countrymen, is engaged in founding lower grade schools at different points in his estate; these schools, if well managed, will feed the Vizianagram Institution, and assist it in taking the position which its founder desires it to occupy. The Zemindar of Bobbili and his Dewan are stated to take more interest than they formerly did in the school supported by the former; but it appears that still the management is by no means good. The Hindu school at Masulipatam has greatly declined; and until the managers extricate themselves from the financial difficulties in which they are involved, the school cannot be expected to recover its former status. In the course of last year the Church Missionary Society attached a Normal Class, under an English trained teacher, to their vernacular school at Masulipatam; the pupils, who are intended to be masters in elementary schools, are reported on tolerably favourably.

Private schools, 2nd Division.

68. The Church of Scotland's School at Nellore, which has heretofore been the most advanced private institution in the Second Division, has formed the subject of correspondence during the past year. The inspector does not consider that the school meets the higher educational wants of the district; and I agree with him in this opinion. The managers, while they seem inclined to question the correctness of our views as to the standing of the school, express a desire to raise its standard; and Government, in Order No. 72 of the 21st February last, declared themselves satisfied with the explanation afforded by the managers. In his Annual Report, Mr. Fortey returns to the subject, and says

says he "is inclined to recommend that a zillah school be opened at Nellore, and the more especially as there is not at present a single Government school in that district." The London Mission Boys' School at Bellary has made decided progress; the results at inspection were fair, and three pupils succeeded in passing the late Matriculation Examination. There are now 28 Anglo-vernacular schools supported by the native community in the division; of these, eight were opened during the year; the total attendance on the 31st March last was 1,193. The progress of education in the division was somewhat impeded by the supply of elementary books becoming exhausted.

Private schools, 3rd Division.

69. The foremost private institution in the Third Division is the Central School of the Free Church of Scotland's Mission. Its staff of teachers is large, and contains three Europeans, beside some 12 natives holding certificates of different grades from the highest to the lowest; there are also about 10 uncertificated masters, whose employment tends to keep down the grants made to the school. The college classes are now tolerably strong; and next February students will for the first time go up to the Bachelor of Arts Examination. At the examinations in December 1867, nine pupils passed the First Arts, and 19 the Matriculation test. The results afforded at inspection were moderately good upon the whole, but improvement seemed required in the vernaculars. Some of the classes were rather too large; to this, and to the youth of the teachers, may be attributed a certain laxity of discipline noted by the inspector. In the course of the year the institution lost the services of the Rev. Mr. Miller, to whose exertions its very satisfactory progress during the last three or four years is greatly due. The Wesleyan Anglo-vernacular School at Royapettah had not much success in the university examinations of December last; three boys passed the Matriculation test. The answering at inspection was moderate; in Tamil there was a manifest improvement. The fluctuations in attendance were very great during the year, the admissions and withdrawals being respectively 291 and 288 for a total of 305 scholars. The Rev. Mr. Bliss, formerly Head Master of Bishop Corrie's Grammar School, having resigned his post, the grant of 400 rupees per mensem, which was issued on his account some years ago, has lapsed, and the school has been placed under the ordinary grant-in-aid rules. Of the pupils, four passed the late Matriculation Examination. The results at inspection were not very satisfactory; and it appears that the teaching staff requires to be strengthened. Several changes in the staff of teachers at the Doveton College occurred during the year, and a considerable time elapsed between the resignation of the Rev. Mr. Bamforth, the late head, and the arrival of his successor, Mr. Thom; these circumstances must have affected injuriously the working of the institution. At the Matriculation Examination, eight of the students passed; this result is decidedly creditable. The numerical strength of the High School has increased, though it is still not large, the attendance at the close of the year being only 103. The Gospel Society's School at Vepery made an advance during the year, though it scarcely occupies as good a position among the schools of Madras as was anticipated. At the Matriculation Examination, four of the pupils passed, a more favourable result than had been obtained previously; the inspector also considered that the school had made decided progress, and was in better working order than formerly. The vernaculars seem to require greater attention. In the course of the year, Pacheappah Mudaliar's Central Institution was placed in connection with the Educational Department, and received various grants amounting to about 558 rupees per mensem. This school, which rests on the solid foundation of a tolerably large funded capital, and is under the management of a body of trustees, is the most important Hindu institution in the Presidency. For some time the trustees hesitated to connect the school with Government, although they sought and obtained permission to have it carefully examined and reported upon by the inspector of the division. The step they have now taken seems a most judicious one; and it may be expected that the assistance of the State will not merely enable them to put the institution into thoroughly good working order, but will allow of their establishing new schools with the portion of their funds set free. At the late University Examinations, 13 pupils from the Central Institution passed the Matriculation test. Before closing this notice of the chief private schools in the Third Division, it is fitting that attention should be called to the general educational work which has been done of late years in the Gospel Society's Seminary at Sullivan's Gardens. Though the institution is professedly a theological one, the principal, the Rev. Mr. Symonds, has felt it incumbent upon him to bring his students forward in secular as well as in religious studies, and his exertions have been marked with decided success. Beside a very creditable number of pupils who passed the First Arts and Matriculation tests last year, one student obtained the Degree of Bachelor of Arts, being ranked in the second class.

Private schools, 4th Division.

70. In the Fourth Division, the Gospel Society's High School at Tanjore stands decidedly first among private schools; and second to it may be ranked the society's seminary at Vediarpurum. From the High School five pupils passed the First Arts and 11 the Matriculation test; from the seminary four students passed at each examination. Vediapurum had also 12 successful candidates for teachers' certificates of the fifth grade. St. Joseph's College at Negapatam has made an advance, and the managers are desirous of rendering it the chief centre of education in Southern India for youths of the Roman Catholic religion. The college passed four students at the late Matriculation Examination and a First Arts class has now been formed. The Gospel Society's School at Trichinopoly sent up a single successful candidate to each of the First Arts and Matriculation Examinations; the aims of the school in reference to these examinations were clearly

too

too ambitious. The Wesleyan schools at Trichinopoly, Negapatam, and Manargudi appear to have worked steadily. The first named had its school-house burnt down during the year, and it is now held in another part of the cantonment.

71. Of the private schools in the Fifth Division, that which has made the greatest advance is the Anglo-vernacular school at Coimbatore; its progress is mainly due to the exertions of the secretary to the school committee, Mr. R. Stanes. The staff of the institution has been very considerably strengthened of late, and the school building has been improved and enlarged. Upon the results of the Matriculation Examination in December last, which were creditable to the school, five pupils having succeeded in passing, the committee decided upon forming a class to prepare youths for the First Examination in Arts. As I informed the secretary, the step appeared to me to be injudicious; but it indicates the desire of the committee to meet the wishes of Government and make their institution do the work of a superior Government school. The schools at Tinnevelly and Palamcotta, which, along with the one at Coimbatore, are ranked in the higher grade, have worked fairly; but at both institutions the knowledge of English was defective, and at the former the pronunciation of that language was bad. Each school passed two candidates at the Matriculation test. The Gospel Society's school at Ramnad appears to be the most advanced of the middle class schools in Madura. The Madura town school, which is a feeder to the zillah school, is the one with the largest attendance; there were upwards of 200 boys at the time of the inspector's visit. The boarding schools in Tinnevelly, which work under the immediate superintendence of the agents of the Church Missionary and Gospel Societies, were found, at inspection, in a satisfactory condition; they have made decided progress during the last few years. The training institutions of the Gospel Society, the Church Missionary Society, and the Christian Vernacular Education Society, situated respectively at Sawyerpurum, Palamcotta, and Dindigul, were inspected by Mr. Marden in the course of last year. The inspector's report points out that serious defects existed in the practising schools, and especially in that at Palamcotta. It does not appear that any student at Sawyerpurum secured a teacher's certificate in 1867-68; at Palamcotta 11, and at Dindigul one, passed for the 5th grade. During the year under review, the admissions into the male branch of the Ootacamund Lawrence Asylum were 26, and the removals 27; the total number at the close of the year was 121. The number for the female branch was 69. The receipts for the year amounted to *Rs.* 64,549. 14. 8., and the disbursements to *Rs.* 64,408. -. 9.; the average number of children was 181, and the average cost per child was *Rs.* 317. 4. 5. per annum. Of the boys, two passed the Uncovenanted Civil Service Examination very creditably; and six passed in Telegraphy, two of the number being employed at once, and the other four being allowed to remain in the asylum to complete their studies. The class in carpentry was given up, in consequence of the withdrawal of the sergeant who acted as instructor. The value of the garden produce raised by the boys is estimated at over 1,049 rupees. About 677 articles of dress were made by the boys, three or four of whom were instructed to use the sewing machine. In the shoemaking class, 315 pairs of new boots were turned out, and 819 pairs were repaired. Before the close of the year, the Female Asylum lost the services of Miss Camp, whose place has been taken by Miss Blake, a lady formerly in the employ of the Wesleyan Mission. Since the termination of the year, the asylums have suffered a still greater loss in the departure of the Rev. Mr. Whitehouse.

Private schools, 5th Division.

72. Of the ordinary aided schools in the sub-division of Malabar and Canara, perhaps the most important are Brennen's School at Tellicherry and the Cochin Boys' School. The former, which is for the present confided to the management of the Basle Mission, should occupy a higher position than it does. The Cochin Boys' School appears to have worked fairly during the year; it has fortunately extricated itself from the pecuniary difficulties in which it was involved.

Private schools in the sub-division of Malabar and South Canara.

73. The total number of rate schools entered in the returns of the year is 107, with an aggregate attendance of 3,441 pupils; some of the schools, however, have been closed. Of the 71 schools returned for the First Division, seven belong to the middle and the remainder to the lower class. Regarding the former, Mr. Grigg remarks that the Commissioners had on the whole paid more attention to their duties, though they had not been punctual in making the cess collections. Of the village schools, the acting inspector observes as follows:—"The opinion I have formed of the working of the Act, especially in small villages, is far from favourable. I believe it in several cases to be oppressive in its operation and deadening in its effects upon the masters. Given an intelligent set of Commissioners, or even one intelligent man in the set, and if he has sufficient influence, the working of the Act may be fairly successful, but otherwise it does more harm than good." In the Second Division there are eight rate schools; from the fact that the grants-in-aid are put down at only *Rs.* 656. 12., while the cess collections are given at *Rs.* 3,204. 2. 11., it appears that the financial management of the Commissioners requires improvement. In the Third Division there are one higher and eight middle class schools. The former is the school at Sydapett, which has made very fair progress. The new school-house has been completed and taken into occupation. Of the pupils, five succeeded in passing the Matriculation test. The management of the school reflects credit upon the Commissioners, and especially upon the honorary secretary. The lower class rate schools of the division are all in South Arcot; it will be seen from the remarks of the inspector and the deputy inspector, that the difficulties they have to contend with are the apathy

Rate schools.

and ignorance of the Commissioners. No rate schools have been set on foot in the Fourth Division. In the Fifth Division there are five rate schools, three of the middle and two of the lower class. The working of the Education Act in Coimbatore must be admitted to have been unsatisfactory. Leaving out the Sydapett School which, though not the one with the largest attendance, is in my opinion the best managed, the rate schools in the sub-division of Malabar and Canara are those affording most satisfaction. They are 13 in number, that at Palghaut being of the higher, and the rest of the middle class. The success of the schools is no doubt partly due to their being above the mere village type, and to their having as local Commissioners men of some intelligence; but beside this, they have had the benefit of a large amount of supervision from Mr. Garthwaite, an amount which, I imagine, could not be given by an inspector of one of the more extensive divisions. The Palghaut Rate School is a large one, numbering 456 pupils, and containing 16 classes or divisions of classes. For so important a school, the staff of teachers is not sufficiently strong; in particular, a superior head master is required. Still the teachers appear to have exerted themselves in the discharge of their duties; and credit is due to the second master, who has temporary charge of the school, for the way in which he has met the difficulties incidental to the control of so large an institution. The financial management of the School Commissioners has not been of a satisfactory nature; there are heavy arrears of cess which are not likely to be recovered. According to sanctioned arrangements, the Commissioners are to manage not only the affairs of the Palghaut Schools, but those of some subordinate schools; and the head master is to be the inspecting officer of the subordinate institutions. There is danger that the scheme may not work well. If the Commissioners do not manage the Central School with the requisite care and attention, their successful management of the outlying schools seems doubtful; also the union of the duties of head master of the Central School and inspector of the subordinate ones is a dangerous arrangement under any circumstances. Still, no better way of meeting the difficulties of the case offers itself at present. The Palghaut Rate School passed two candidates at the Matriculation Examination in December last. Of the other rate schools, that at Munjery appears to be in the best condition; the expenditure, however, is heavy, compared with the attendance and standard. The school at Mulki has suffered from religious differences. It may be held to be established by experience that, when a school is of a fair standard, and is in a town or other locality where tolerably intelligent and energetic Commissioners are to be found, the Education Act may be brought into force with advantage; but that it is a mistake to apply it to village schools.

Village schools under improvement upon the Coimbatore plan.

74. The annexed table gives a summary of the operations of the past year in improving village schools on the plan first introduced into the district of Coimbatore. It will be seen that the work has been carried on to the greatest extent in the districts of Coimbatore and Nellore. Hereafter the schools will receive aid according to the system of payment-for-results. The regulations belonging to this system will be found in the Appendix; they were brought into force generally from the 1st January last, but the indigenous schools previously receiving aid upon the Coimbatore plan were permitted to continue working in accordance to that plan up to the close of 1867-68. Grants to the amount of 1,996 rupees were sanctioned last year for schools in the sub-division upon the system of payment-for-results; but of this sum, only 778 rupees was actually paid within the year.

SCHEME showing the Work done in Improving Village Schools.

DISTRICT.	Number of Schools receiving Aid.	Number of Schools under Inspection, but not receiving Aid.	Total Number of Schools.	Total Number of Pupils.	Amount of Grant drawn during the Year.	Number of Schools in excess of that for 1866-67.	Amount of Grant drawn in excess of that Issued in 1866-67.	REMARKS.
					Rs. a. p.		*Rs. a. p.*	
Cuddapah - -	–	39	39	543	* - -	39	- - -	* Grant sanctioned, but not drawn during the year.
Nellore - - -	51	159	210	2,932	1,229 8 –	18	442 – –	
North Arcot - -	37	12	49	967	726 14 –	†	188 14 –	† One school was closed.
Coimbatore - -	99	259	358	6,056	2,223 – –	11	146 8 –	
Madura - - -	22	43	65	1,615	449 – –	23	62 – –	
TOTAL - - -	209	512	721†	12,113	4,628 6 –	91	839 6 –	

75. The following statement shows the number of private schools, with their classification, attendance, and expenditure during the year.

Description of Institution.	Number of Institutions.	Number on the Rolls during 1867-68 (Monthly Average).	Average Daily Attendance during 1867-68.	Total Expenditure. Grants-in-Aid given by Government.	Total Expenditure. Expenditure from all Sources other than Grants-in-Aid by Government.
				Rs. *a.* *p.*	*Rs.* *a.* *p.*
Colleges	8	102	96	10,421 4 –	12,511 5 3
Boys' Schools — Higher Class	*19	5,214	4,540	45,387 – 1	1,33,299 15 10
Boys' Schools — Middle Class	313	16,993	14,596	73,198 15 5	1,99,351 10 8
Boys' Schools — Lower Class	954	16,680	14,544	18,041 10 8	45,004 10 1
Mixed Schools — Higher Class	—	—	—	—	—
Mixed Schools — Middle Class	9	414	349	1,184 9 8	4,069 2 4
Mixed Schools — Lower Class	†155	4,450	3,403	- - -	‡1,626 – –
Female Schools — Higher Class	4	417	394	1,187 8 –	9,588 3 11
Female Schools — Middle Class	60	3,187	2,599	4,752 6 6	36,601 10 8
Female Schools — Lower Class	† 46	1,364	1,047	179 9 5	1,695 8 6
Normal Schools	4	570	454	6,841 – –	20,977 13 5
Other Schools for Special Education	—	—	—	—	—
Total	1,572	49,391	42,022	1,61,193 15 9	4,64,726 – 8

* Inclusive of the school departments of the several colleges.

† The expenditure of some of these schools, and more particularly of the schools in Tinnevelly, is included in that of the boys' schools of the Lower Class, The same plan is adopted in regard to certain of the Middle Class Female and Mixed Schools.

‡ This amount is the expenditure on certain schools in the Tanjore and Trichinopoly Districts which have not received grants from Government.

Grants-in-aid.

76. In the Appendix will be found a statement of the grants paid in aid of the establishments of private schools during 1867-68. The figures are drawn from the Accountant General's records, and they do not agree in all cases with those in the returns furnished to the inspectors. One reason of the discrepancy is, no doubt, that some grants sanctioned for the past year, but not drawn till after its close, are entered in the returns, while they do not appear in the Accountant General's records. The total sum drawn in 1867-68 throughout the Presidency in salary grants is 1,51,288 rupees. In addition, 2,909 rupees were paid in furniture, book, and prize grants; and 788 rupees were issued upon the new system of payment for results. Thus the total expenditure from Imperial revenue in grants-in-aid last year is 1,54,985 rupees; this sum, compared with 12-11ths of the expenditure for 1866-67, which contained only 11 months, shows an increase of 22,689 rupees. Of the sum expended in salary grants, the first division took up 22,675 rupees; the second, 8,213 rupees; the third, 48,139 rupees; the fourth, 26,971 rupees; the fifth, 33,135 rupees; and the sub-division of Malabar and South Canara, 12,155 rupees. These figures show a decrease of grant expenditure of about 1,620 rupees for the first division, and increases for the other divisions of about 1,860 rupees, 4,090 rupees, 7,160 rupees, 3,600 rupees, and 3,910 rupees respectively.

Army schools.

77. The European Army Schools were not inspected last year by officers of the Educational Department, as they had been placed under a special Superintendent of Army Schools. The inspectors of schools, however, examined 15 sets of Native Army Schools, containing 35 separate schools and 867 pupils; and copies of their reports were forwarded to the Adjutant General of the Army for submission to his Excellency the Commander-in-Chief.

Female education.

78. As already stated in another part of this Report, there were, on the 31st March last, 6,510 girls under instruction in schools connected with the Educational Department. On Mr. Secretary Bayley's letter to the Madras Government, dated the 16th September 1867, being communicated to me, I requested the inspectors of schools to obtain, as far as might be practicable, information regarding girls studying in schools unconnected with the department; and to secure as much accuracy and uniformity as possible, tabular forms to be filled in for the several districts were circulated at the same time. From the information furnished, which, however, does not include statistics for the subdivision of Malabar and South Canara, it appears that 4,295 girls were under instruction in schools unconnected with Government, either mixed or for girls alone. Of the whole number of girls, 108 are returned as Europeans, 291 as Eurasians, 2,420 as native Christians, 1,365 as Hindus, and 29 as Mahomedans; for 82 the nation or race is not given. Distributing the girls according to languages, of which more than one was studied in some instances, 700 are entered as learning English; 2,602, Tamil; 1,154, Telugu; 81 Canarese; 100, Uriya; 3, Mahratta; and 26, Sanscrit. No doubt these figures are more or less inaccurate; but upon the whole the errors which attach are, it may be assumed, on the side of defect. Accordingly, the total number of girls receiving instruction in the

Madras Presidency may be taken as exceeding 10,500. In almost all cases the instruction conveyed is of a very elementary stamp; and in too many instances I fear the teaching is productive of no permanent effect beyond rendering the pupils better disposed towards female education, and so paving the way for the instruction of a succeeding generation. In connection with the present subject, it is to be noticed that sanction has been given to the establishment of a Government female normal school on certain conditions. A reference is now before Government, asking for authoritative decisions on a few points which require to be settled before further action is taken in the matter.

Book department.

79. In the course of the year under review, the book department was to a certain extent reorganised, and a fresh mode of keeping its accounts was introduced. V. Kristnama Chariar, who had previously done good work as a deputy inspector of schools, was appointed curator of Government books under the new arrangements, and assumed charge of his duties on the 1st January 1868. Hereafter it is proposed to append to the Report on Public Instruction a separate report from the curator of Government books; on the present occasion it will suffice to notice here the chief points in the working of the book department. The Budget provision for the printing, purchase, and distribution of books in 1867-68, exclusive of the cost of the fixed establishment of the Central Depôt, was 35,000 rupees; the sum actually expended was *Rs.* 33,030. 5. 4. The number of books sold was 1,06,477, and their value *Rs.* 40,680. 6. 1.; for 1866-67 the number of books was 74,220, and their value *Rs.* 27,069. 13. 9. The statement beneath shows the number of copies and the value of the books corresponding to different languages.

Languages.	Number of Copies.	Value.		
		Rs.	*a.*	*p.*
English	29,567	19,313	13	4
Tamil	42,243	9,355	8	6
Telugu	22,769	6,322	8	3
Hindustani	291	172	7	–
Uriya	1,655	264	4	6
Mulayalam	3,167	1,102	1	–
Canarese	6,785	4,149	11	6
TOTAL	1,06,477	40,680	6	1

It will be observed that the price of the works in English amounts to nearly one-half of the total sale proceeds, and that of the works in Tamil to something less than one-fourth. Beside the books, a small quantity of stationery was sold, realising *Rs.* 368. 2. 2.

The following statement gives the works printed during the year. It is to be observed, that the public instruction press has been abolished, and that hereafter printing work for the department will be given out on contract.

Name of Book.	Language.	Number of Copies.	Remarks.
Selections in English Prose, No. 1	English	1,000	Reprint.
Ditto Poetry, No. 1	ditto	3,000	ditto.
Ditto ditto, No. 2	ditto	1,000	ditto.
1st Book of Lessons	Tamil	20,000	ditto.
2nd ditto	ditto	5,000	ditto.
Clift's Geography	ditto	5,000	ditto.
Practical Dictionary (Romanised)	ditto	2,000	ditto.
1st Book of Lessons	Telugu	5,000	ditto.
2nd - ditto	ditto	4,000	ditto.
3rd - ditto	ditto	3,000	ditto.
Parsing and Analysis	ditto	500	New Publication.
Manual of Geography, Part I.	ditto	5,000	Reprint.
Practical Dictionary (Romanised)	ditto	2,000	ditto.
Baskar's Ramayanam	ditto	1,000	ditto.
Poetical Anthology	Canarese	2,000	New Publication.
1st Book of Lessons	Malayalum	5,000	ditto.
Catechism of Grammar	ditto	3,000	Reprint.
Ditto - ditto	ditto	1,000	ditto.
Symonds' Map of India, with English Names	English	500	ditto.
	TOTAL	69,000	

80. The

80. The expenditure of the Educational Department during 1867-68 amounted to *Rs.* 7,83,695. 8. 4., distributed under the following heads:— Total expenditure of the Educational Department.

				Rs.	*a.*	*p.*
From Imperial Revenue.						
Charges in connection with the Office of the Director of Public Instruction				34,110	8	5
Ditto - with the Inspecting Agency				1,01,735	10	11
Government Colleges and Schools.						
General	*Rs.*	1,84,053	1 5			
Special		1,48,267	6 6			
				3,32,320	7	11
Government Scholarships.						
General	*Rs.*	5,130	– –			
Special		11,051	5 1			
				16,181	5	1
Grants-in-aid from Imperial Revenue				1,60,638	15	9
Grant to the Madras School Book Society				2,000	–	–
Public Instruction Press				1,863	10	–
Preparation and purchase of School Books				33,030	5	4
Central Book Depôt				4,636	1	2
University of Madras				24,222	15	1
Educational Building Fund.						
Government School Buildings.						
New Works	*Rs.*	67,813	11 2			
Repairs		2,600	7 6			
				70,414	2	8
Building Grants to Private Schools				7,421	6	–
School Fee Fund.						
Charges in Government Schools borne by School fees				50,088	2	–
Subscriptions, Donations, &c.						
Charges in Government Schools borne by Donations and Subscriptions				4,734	4	2
Total			*Rs.*	8,43,397	14	6
Deduct University fees paid to the credit of Government	*Rs.*	10,555	– –			
School fees - ditto		8,467	– 1			
Proceeds of Sale of Books - ditto		40,680	6 1			
				59,702	6	2
Total			*Rs.*	7,83,695	8	4

81. The total sum collected in fees at Government Colleges and Schools was *Rs.* 72,614. 0. 5.; from which, after defraying charges to the amount of *Rs.* 50,088. 2. in those Institutions, and paying *Rs.* 8,467. 0. 1. to the credit of Government, there remained a balance in hand at the end of the year of *Rs.* 14,058. 14. 4.

I have, &c.
(signed) *Eyre B. Powell,*
Director of Public Instruction.

Office of the Director of Public Instruction,
Madras, 15th July 1868.

N. B.—The Appendices referred to in the Report are not included.

(Educational, No. I.)

To His Excellency the Right Honourable the Governor in Council, Fort St. George.

India Office,
My Lord, London, 17 February, 1870.

THE Despatch of your Excellency in Council, dated 1st June (No. 7) of 1869, transmitting copy of the Report on Public Instruction for the official year 1867-68, together with the proceedings of your Lordship's Government in connection with the subject, has been considered by me in Council.

2. The Resolution of Government, which embodies the views so clearly, and ably stated in the Minutes of your Lordship and the Honourable Mr. Arbuthnot, touches all the points in the report which demand notice. I have only to state my general concurrence in the opinions expressed in the resolution, and my impression that the prospects of education in the Madras Presidency are on the whole satisfactory.

I have, &c.
(signed) *Argyll.*

DISSENT by Sir *George Clerk.*

I DISSENT from the decision passed by the Council on Friday last, because I consider it unfair to the people and an underhand measure.

It adopts the principle of leaving education to zealous missionaries, supported by Indian public money, where we well know that the people desire the disbursement of what we can spare for such purpose, from revenue derived from them, in aid of their education by other means.

The loyalty and the sympathy of the people have ever been seen to fall away from us only when failing in our engagements as their rulers. Therefore, in my opinion, it would have been wiser were the Council not to encourage, but restrain, the local Government in this subterfuge. In India we now impose an educational cess. This is a proper levy, excepting when exacted in excess of declared maximum collection for a fixed period. The murder of some of our district officers, avowedly in retaliation, in the North Western Provinces, during the rebellion in 1857, sadly expiated the faithless act. But the father, whom we are still free at once to assess, is seeking at our hands for aid to qualify his son for doing well in life, while he and his family rest without anxiety on the score of religion. This is at heart the universal feeling on the subject. This is well known to all who have listened to the hopes and the apprehensions expressed by respectable classes. Ever since the notification of 1847, the parent is aware that, though nowadays we disregard those qualifications of rare ability for work, practical experience, and good birth, esteemed by our predecessors, who employed in all departments, and in the highest offices, civil and military men of every religion, we aim at distributing public employment among those natives only who attain, in our missionary and Government schools, our standard of "good education." But, whilst on the one hand this declared preference stimulates a sort of learning, there exists on the other hand a painful sense that the boon is embittered, when the child is doomed to lose time and exhaust patience in listening to the exposition, by a great clerical teacher lately among them, of the native being the incarnation of "errors and lies, ignominious, sinful, and cruel, and false in logic and metaphysics."

Miss Carpenter, after inquiries in India, informed the public lately of that which those with similar opportunities have known ever since we have had anything to do with that country. She "found intelligent natives anxious for the civilising influence of educated women, provided they would abstain from all attempts at proselytising." No doubt it is only owing to the neglect of this precaution, that, the year before last, in reference to the reaction following vain display in the Punjab, the Governor General in Council questioned "whether beyond the neighbourhood of Presidency towns the native community has really shown any spontaneous

neous desire for the extension of female education, and whether distrust has not lready been excited by the action of the Government."

One would have thought that the sacrifice of duty now offered for an illusory alliance with the Tinevelly missionaries is peculiarly imprudent, because only a few years ago Tinevelly was the scene of a disturbance between Hindoos and so-called converts, a disturbance stated by the magistrates to be "got up by influential public servants" sympathising with the former, against whom our troops advanced, killing 10 and wounding 19.

The last rebellion of an entire people or tribe was, I think, that of the Jynteas in Bengal. The missionary school agency under the auspices of our Commissioner was supposed to be "doing wonders." But, in that which shortly after ensued, there was nothing at all wonderful. That people, irritated by Mr. Wilson's crude mode of levying income tax, and by the insufferable interference with their religion on the part of a native superintendent of police, baptised Solomon, went in for open rebellion. Two regiments sent to attack them (the 21st I know was one, and the 33rd I believe the other) became disabled by sickness. Reinforcements moved up; rewards were given for captured rebels. They then pleaded that their grievance was, 1st, "Solomon;" 2ndly, that their children were being compelled to learn where he was taught, and would so turn out just as good for nothing. Now, a military expedition in so miserable a country as the Jynteeah Hills costs money. Whatever that amount was, it followed a great deal more spent in similar chimeras.

Those who were in a position to ascertain the real motives of the Zameendars, and the people in Behar and the North West Provinces, when in revolt in 1857–58, saw, among other incitements to rebel, signal proof of the maddening effect of the co-operation of Government officers in the design of proselytising in schools and in gaols; for instance, one of the first outrages perpetrated by the Nawaub of Furrukabad was stated to be his having "barbarously destroyed our mission there." For this he forfeited a domain valued at 60,000 rupees a year, very deservedly, considering his history. And from another district, the Commissioner, reporting to the Government, stated that "a special malignity appears to have been shown in destroying all the educational buildings." And Queen's officers, who had never before heard the term, became soon familiar with the rebel rallying war-cry, "Deen, Deen, Deen."

Our Directors of Public Instruction, after their long association with all classes, ought to know something of these matters. Sir Alexander Grant, until lately, was one; most able, diligent, observant, and constantly moving about, and conversing with intelligent classes of the community. I personally observed his labours. To his assiduity and Christian tolerance, following on the careful attention and discernment bestowed on the Department for many years by Sir Erskine Perry, it is unquestionably owing that, in the Western Presidency, education has been so conducted as to qualify more natives than anywhere else in our institutions, for the efficient, active, and popular discharge of the public business. In 1862, Sir Alexander Grant, then serving under my Government, thus expressed himself, when writing to me in reference to instructions received from home in 1860:—"In regard to grants-in-aid to missionary schools, I am quite resolved to resign my appointment, rather than be a party to carrying out a policy which I believe to be unjust to the native taxpayer, and dangerous to the empire in India. It is hardly credible that the lessons of the mutiny should be so soon forgotten." Also Mr. Hodgson Pratt, an educational officer of experience serving under the Government of India, has been quoted in a public assembly by the Rev. Scott Porter, when denouncing our futile measures, as having stated in a letter addressed to him, "that the only natives who send their children to missionary schools are those who cannot afford to pay school fees. No one who is tolerably well off will send his child to a missionary school; and I have scores of times been applied to (unsuccessfully) by the sons of poor men for a small allowance to save them from the hardship of attending the missionary school, and to enable them to go to the Government Institution instead." But evidence of this character, that is, on the side of common sense and honesty, is abundant.

With regard to these grants-in-aid (what may be now their amount I don't know; the original scheme was 300,000 *l.* per annum) there can be no doubt that the present Governor of Jamaica, previously Lieutenant Governor in Bengal, was perfectly right when, being required to give an opinion on the Governor General's recommendation of Mr. McLeod's suggestion of the measure, that "the proposal

was momentous, and in violation of an unbroken chain of express orders issued by a long succession of Home Governments." The interference of the Government in support of missionary schools from the revenues of India is indeed momentous; moreover, it is liable to defeat, rather than to advance, the great object in view. Who that knows India is not aware that the imprudent missionary who accepts the grant is thenceforth universally regarded as "Surkar-i-naukur." Thus is created a sentiment of antagonism in the minds of the people. This hostility, according to my observation in several fields of missions in India and South Africa, whether American, Wesleyan or French Protestant (I select these because I have seen them devoting themselves more exclusively than some others to genuine missionary labours) is not in any degree manifested, or I believe felt, by people, anywhere under our dominion, towards the unobtrusive independent missionary.

The determination to support missionary schools in India by its public revenue was conceived by some to be an able measure of progress towards conversion; I do not believe it has proved to be the means of adding one true convert to Christianity. One of the least harmless of its failures has been thus represented by the Honourable A. Arbuthnot, member of Council, with reference to Madras. "When the grant-in-aid system was introduced, the Free Church at once affiliated its institution with the Government. For various reasons, however, little real benefit has been derived from this. It is now found everywhere that the grants-in-aid have no appreciable effect in extending its operations, or raising the standard of the schools by which they are received."

But it seems to be resolved that the fond day-dream is to endure until the next serious rebellion. The further brief remarks I shall make upon it are therefore intended mainly to warn our financiers that it is a costly toy, that a revision of these disbursements ought to be strictly prescribed, and that vigilance must be especially directed to avert the expense of disturbances apt to be so provoked; for every active movement of troops means, in India, throwing open the military chest and unstinted commissariat expenditure. Where the public money is clearly being thrown away, it ought surely to be saved at once, as in the case stated by Mr. Arbuthnot. A considerable saving might also be made in the Punjaub educational departments, and in those of the North Western Provinces. According to the last year's published returns of their "Colleges," the cost of each student, or name registered, is in the former province 1,215 rupees a year; and in the latter 1,288 rupees. Such being the preposterous price paid for these ridiculous native college boys, it is satisfactory to see that the aggregate number in all the "Colleges" in the North Western Provinces is only 60; and that in the "Lahore Mission College," under the patronage of the Government, where each pupil costs 667 rupees a year, of which the Government pays 459 rupees; their number "has fallen from 15 to 10, owing partly to the limited number of scholarships, and partly to the conversion of one or two of the scholars;" while, "for the High Arts Examination, none of the candidates succeeded in passing." To disburse the people's money on such burlesque is silly and wrong at any time, but peculiarly so when really useful departments in India are being starved by reductions which they must find it very hard to bear.

The being driven into this course of provocation, danger, and wasteful bribery, is ascribed to the force of public opinion, or what the missionary newspaper at Serampore, and wild declamation at Exeter Hall, are pleased to term public opinion. It is remarkable that the real public opinion of India is never sought for by its modern rulers. Not more than one in 100 of our Government officers now take the trouble to procure and read any other vernacular newspapers than the constituted venal expositors of our transcendent virtues.

Not yet has our system of education reached influential natives in numbers sufficient to inspire them with courage to denounce openly any Hindoo abomination short of murder. In fact, our heedless enthusiasm cannot be said to have inspired the really respectable classes with any degree of pure appreciation of our semi-missionary scholastic institutions in that country; I except, of course, the Western Presidency. There, with not more than two exceptions in a quarter of a century, the zeal of our authorities in respect to this department has never been indiscreet.

There are many things which any influential European, some years hence, might safely do, with the avowed purpose of conversion, not only without giving offence, but with more or less real success in advancing towards that object. But,

from

from 1848 to 1857 was decidedly not the time for indulgence in religious zeal, nor is the period of the consequent rebellion yet remote enough for this to be the time. It is indispensable that there should be a considerable interval of abstinence from hurrying, from excessive or crude legislation, and from bad faith, towards subjects, tributaries, and allies.

The manifold absurdities of Hindooism are not to be eradicated by doctrinaire fanaticism, even where relying, as now, on an imposing force of British bayonets. And the practised Asiatic in affairs of finance, diplomacy, or conversion, regards as contemptible and puerile the efforts of the European to play a crafty game. Benevolent enthusiasts would succeed incomparably better if, trusting to time and sound education, and less, or not at all, to notoriety hunting and subsidising missionaries. To disseminate true Christianity by the inconsiderate and perilous means now in use, as illustrated in the instruction now going out, is hopelessly impracticable. To retard the progress of real enlightenment even among Hindoos, to say nothing of Mahummudans or sectarians, such as Sikhs, those means are certain.

The people of India obtained fully the two great objects for which, in 1857–58, they rebelled, and the Sepoys, almost always the exponents of the people's sentiments, mutinied. Then came the Queen's Proclamation. They accepted it gratefully. Two years later I had many opportunities of personally observing that, in the minds of men of rank and much influence, as well as of other classes, this feeling of gratitude to Lord Canning and the authorities at home was very sincere. It is not so now. The feeling is departing. Servants of our Government, and others conversant with the languages, and conciliatory in demeanour, discover that, in the heart of our dominions there, as well as at the extremities, it is no longer so. If the spirit of that Proclamation be not seen to influence our measures more carefully, we shall rue the day when prevailing fantasies took the place of fair dealing. Our security becomes scarcely a question of more or less troops, when we meddle with religions in a way to drive a hundred millions of a people, so pusillanimous as Hindoos, combining with braver Mahummudans, as we have at length learnt that in such a cause they will combine, to seek glory in martyrdom. It will be well to bear in mind that the cost of this lesson, all told, was upwards of fifty millions sterling.

(signed) *George Clerk.*

16 February 1870.

BENGAL EDUCATIONAL REPORT, 1867-8.

CONTENTS.

REPORT of the DIRECTOR of PUBLIC INSTRUCTION.

	PAGE
General Statistics	436
Return of Colleges and Schools receiving Allowances from the State	437
Return of Schools receiving no Allowances from the State	438
Income and Expenditure	438
Abstract of Distribution of Expenditure	439
Receipts from Fees	440
University Entrance Examination	441
Award of Junior Scholarships	441
Distribution of Junior Scholarships	441
First Examination in Arts	442
Award of Senior Scholarships	443
B.A. Examination	443
M.A. Examination	444
Prem Chand Ráy Chand Studentship	444
Law Examinations for B.L. and L.L.	444
Medical Examinations for M.B. and L.M.S.	444
Engineering Examination	444
University Proceedings	444
Miscellaneous Proceedings of the Syndicate	445
Government Colleges for General Education	446
Statement of Attendance in the Government Colleges for General Education	447
Classification of Undergraduate Students	447
Statement of Expenditure in the Government Colleges for General Education	448
Proposition for an appointment of a Professor in the Presidency College, to give Instruction in Latin and in Comparative Grammar	448
Award of Graduate Scholarships	449
Additional Professors for the Colleges at Berhampore and Patna	449
College at Cuttack	449
Aided Colleges for General Education	449
Statement of Attendance in the Aided Colleges for General Education	449
Classification of Students in the Aided Colleges	450
Statement of Expenditure in the Aided Colleges	450
Colleges for Special Education	451
Law Schools	451
Statement of Attendance in the Government Law Schools	451
Statement of Expenditure in the Law Schools	451
Medical College—English Classes	452
Statement of Attendance in the English Classes	452
Statement of Expenditure in the English Classes	452
Medical College, Vernacular Classes	452
Statement of Attendance in the Vernacular Classes	452
Statement of Expenditure in the Vernacular Classes	452
Civil Engineering Classes of the Presidency College	453
Statement of Attendance in the Civil Engineering Classes	453
Statement of Expenditure in the Civil Engineering Classes	453
School of Art	453
Statement of Attendance in the School of Art	454
Statement of Expenditure in the School of Art	454
Normal Schools for Teachers	454
Statement of Attendance in the Government Normal Schools	454
Statement of Expenditure in the Government Normal Schools	455
Statement of Teachers who have obtained certificates from Normal Schools	456
Government Madrasahs	456
Statement of Attendance in the Government Madrasahs	456
Statement of Expenditure in the Government Madrasahs	457
Government Schools	457
Statement of Attendance in the Government Schools	457
Statement of Expenditure in the Government Schools	457
Aided Schools	458
Statement of Attendance in Aided Schools	458
Statement of Expenditure in Aided Schools	458
Comparison of Results in Government and Aided Schools of the Higher Class	459
Senior Scholarship Rules	460
Junior Scholarship Rules	460
Female Education	461
Private Endowments	461
Grants-in-aid	462
Statement showing the Grants drawn during 1867-68 by Private Institutions in operation on the 31st March 1868	463
Grants to additional Institutions	463
Grants increased	463
Grants cancelled	463
Grants reduced	464
Special Grants sanctioned as Donations	464
Revision of the Grant-in-aid Rules	464
The Patshala system	464
Night Patshalas	464
School Books	465

N.B.—The Appendices referred to in the Report are not included.

(Education.—No. 271.)

From *P. Dickens*, Esq., Officiating Under Secretary to the Government of Bengal, to the Director of Public Instruction.

Sir, Fort William, 23 January 1869.

I AM directed to acknowledge the receipt of your letters Nos. 4722 and 4941, dated respectively the 2nd and 28th December 1868, together with copies of the Report on Public Instruction for 1867-68, and in reply to inform you that the Lieutenant Governor authorises the publication of the Report.

* * * * *

I have, &c.
(signed) *P. Dickens*,
Officiating Under Secretary to the Government of Bengal.

REPORT on PUBLIC INSTRUCTION in BENGAL, 1867-68.

ON the 31st March 1867 the number of schools and colleges receiving aid from the State was 2,908, and the number of pupils in them was 121,480; at the same date in the present year the number of institutions had risen to 3,411 and the pupils attending them to 145,142. There has therefore been an increase during the year of 503 schools and 23,662 pupils. The schools have thus increased at the rate of 17 per cent., and the people at the rate of 19 per cent. This must be considered a very satisfactory rate of progress. During 1866-67 the growth of our schools was retarded by the prevalence of famine and distress in extensive districts, and the increase of pupils as shown by the returns was only 7,618 over the number in attendance at the end of the year preceding. The return of prosperity has given a fresh impulse to education, and the increase of

of pupils during the year under review is more than three times the corresponding increase exhibited in the last Annual Report of the department.

The returns of the year are summarized in the following Table:—

RETURN of Colleges and Schools receiving Allowances from the State.

31st March 1868.	Number of Institutions.		Number of Pupils.	
GOVERNMENT INSTITUTIONS.				
Colleges (General)	*10		820	
Colleges (Professional), including Law Departments	8		747	
Medical College (Vernacular Departments)	2		309	
Madrasahs	2		120	
School of Art	1		34	
Normal Schools:				
For Masters	26		1,347	
For Mistresses	1		22	
Schools for Boys:				
English:				
Higher Class	†48		9,537	
Middle Class	13		881	
Vernacular:				
Middle Class	117		7,628	
Lower Class	89		3,289	
Schools for Girls (Native)	1		25	
		318		24,759
PRIVATE INSTITUTIONS UNDER INSPECTION.				
Receiving Allowances under the Grant-in-Aid Rules:				
Colleges (General)	6		435	
Normal Schools:				
For Masters	7		337	
For Mistresses	1		10	
Schools for Boys:				
English:				
Higher Class	88		10,753	
Middle Class	376		19,686	
Vernacular:				
Middle Class	492		23,913	
Lower Class	238		8,265	
School of Useful Arts	1		128	
Schools for Girls:				
European and other Foreign races	10		697	
Native	210		4,505	
		1,429		68,729
Receiving Allowances under other Rules:				
Schools for Boys:				
English:				
Higher Class	—		—	
Middle Class	3		343	
Vernacular:				
Middle Class	142		6,033	
Lower Class	1,486		‡44,722	
Schools for Girls:				
European and other Foreign races	3		222	
Native	30		334	
		1,664		51,654
		3,411		145,142

Under

* Inclusive of the First Arts classes in the Gowhatti and Cuttack Schools.

† Inclusive of the School Departments at Gowhatti and Cuttack.

‡ Of this number 2,129 are girls under instruction in the day Patshalas, under Babus Bhudeb and Kasi Kanth Mukhopadhyay.

Under the head of "Government Institutions" there is an increase of 12 schools and 1,565 pupils. Grant-in-aid institutions have increased by 125, and their pupils by 9,450. And schools otherwise aided show an increase of 366 schools and 12,647 pupils.

A Summary of the returns obtained regarding schools which receive no aid from the State is given in the following Table. The information supplied about these schools is, however, so uncertain, and the submission of their returns is so irregular, that no statistical importance can be attached to these annual compilations. It may be noted, however, that the number of schools included in this year's return is 963 in excess of the number shown last year, and that the number of pupils attending them has increased by 21,136.

RETURN of Schools receiving no Allowances from the State.

31st March 1868.	Number of Institutions.		Number of Pupils.	
UNDER INSPECTION.				
Schools for Boys:				
English:				
Higher Class	7		1,389	
Middle Class	54		2,646	
Vernacular:				
Middle Class	69		2,272	
Lower Class	151		4,371	
Schools for Girls (Native)	16		1,024	
		297		11,702
NOT UNDER INSPECTION.				
Schools for Boys:				
English:				
Higher Class	27		7,442	
Middle Class	15		694	
Vernacular:				
Middle Class	4		119	
Lower Class	1,833		44,202	
Schools for Girls:				
European and other Foreign races	13		741	
Native	7		312	
		1,899		53,510
		2,196		65,212

Income and Expenditure.—The aggregate expenditure of the Department for the year was 27,42,124 rupees, of which 10,82,698 rupees was obtained from private sources of income, and 16,59,426 rupees was the contribution of the State. After correction for the short month of 1866-67, the aggregate increase of expenditure is found to be 2,43,189 rupees, of which 1,47,686 rupees came from the State, and 95,503 rupees was disbursed from private sources, the rate of increase being 9·7 per cent. on State expenditure, and 9·6 per cent. on private expenditure. The cost of each pupil to the State was *Rs.* 11. 6. 11. The corresponding cost in 1866-67 was *Rs.* 12. 7. 1.

The Bengal revenue for the year is returned at 16,16,74,016 rupees, and hence the Government outlay on education has amounted to no more than 1·02 per cent. on the public income.

ABSTRACT of DISTRIBUTION of EXPENDITURE during the Year 1867–68.

SOURCE OF CHARGE.	EXPENDITURE.					Per-centage on Total Expenditure.
	From Imperial Funds.	From Local Funds.			Total Expenditure from Imperial and Local Funds.	
		Fees and Fines.	Other Local Sources.	TOTAL.		
	Rs.	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*
Direction	43,735	-	-	-	43,735	1·59
Inspection	2,39,818	-	-	-	2,39,818	8·74
GOVERNMENT COLLEGES.						
General—Affiliated to the University in *Arts.*	1,76,957	59,116	24,827	83,943	2,60,900	9·51
Special—Ditto in *Law, Medicine,* and *Engineering.*	1,29,741	43,867	856	44,723	1,74,464	6·34
Government Madrasahs	17,925	402	2,883	3,285	21,210	·77
GOVERNMENT SCHOOLS.						
GENERAL.						
For Boys:						
Higher Class, English	2,12,397	1,74,243	33,864	2,08,107	4,20,504	15·31
Middle Class, English	14,929	8,272	554	8,826	23,755	·86
Middle Class, Vernacular	38,891	18,119	671	18,790	57,681	2·11
Lower Class, Vernacular	21,116	3,516	5	3,521	24,637	·89
For Girls:						
Natives	7,410	384	121	505	7,915	·28
SPECIAL.						
Schools of Medicine:						
Bengali Department, Medical College.	16,497	2,590	-	2,590	19,087	·69
Hindustani Department, Medical College.	27,306	364	-	364	27,670	1·007
Normal Schools:						
For Masters	1,11,806	6,053	1,144	7,197	1,19,003	4·33
For Mistresses	1,451	-	-	-	1,451	·05
School of Art	19,200	220	-	220	19,420	·70
PRIVATE COLLEGES—AIDED.						
General—Affiliated to the University in *Arts.*	25,320	19,352	62,929	82,281	1,07,601	3·91
PRIVATE SCHOOLS—AIDED.						
GENERAL.						
For Boys:						
Higher Class, English	59,139	85,493	59,942	1,45,435	2,04,574	7·46
Middle Class, English	1,11,978	68,302	1,19,506	1,87,808	2,99,786	10·93
Middle Class, Vernacular	82,137	48,682	63,504	1,12,186	1,94,323	7·08
Lower Class, Vernacular	88,646	43,272	27,493	70,765	1,59,411	5·81
For Girls:						
European and other Foreign races	15,227	9,367	17,411	26,778	42,005	1·52
Natives	33,381	4,353	46,167	50,520	83,901	3·05
SPECIAL.						
Normal Schools:						
For Masters	6,110	-	12,209	12,209	18,319	·66
For Mistresses	1,900	1,836	4,595	6,431	8,331	·30
School of Useful Arts	1,000	28	978	1,006	2,006	·07
SCHOLARSHIPS—GOVERNMENT.						
GENERAL.						
Tenable in Colleges:						
Senior	16,526	-	-	-	16,526	·60
Junior	38,490	-	-	-	38,490	1·40
Tenable in Schools:						
Minor (English)	8,198	-	-	-	8,198	·29
Vernacular (Bengali and Hindustani).	35,527	-	-	-	35,527	1·29
SPECIAL.						
Arabic	5,993	-	-	-	5,993	·21
Sanscrit	3,740	-	-	-	3,740	·13
Medical	17,730	-	-	-	17,730	·64
SCHOLARSHIPS—ENDOWED.						
Tenable in Colleges	-	-	4,279	4,279	4,279	·15
Miscellaneous	29,205	-	929	929	30,134	1·09
TOTAL *Rs.*	16,59,426	5,97,831	4,84,867	10,82,698	27,42,124	

Fees.—The fee receipts during the year amount to 6,01,536 rupees, showing an increase of 59,667 rupees over the return for 1866–67 as corrected for the short month, or a little over 11 per cent. Of the total income from fees, 3,20,851 rupees was received in Government institutions, and 2,80,685 rupees in aided institutions, as noted in the margin.

Receipts from Fees, 1867–68.

	Rs.
Government institutions -	3,20,851
Aided institutions - -	2,80,685
Total - - - *Rs.*	6,01,536

It will be seen from the abstract statement of expenditure that the actual expenditure from fees was only 5,97,831 rupees. The difference between this sum and the 6,01,536 rupees received in fees, viz., 3,705 rupees, represents the surplus accruing in several Government institutions in which the fees are more than sufficient to meet the entire charges, and consequently bring in a surplus revenue to the Imperial Exchequer.

Fee Receipts during the last Five Years.

Government and Aided Institutions.	1863–64.	1864–65.	1865–66.	1866–67.	1867–68.
Amount realised - - -	3,41,576	4,44,227	5,13,239	5,41,369*	6,01,536
Increase per cent. per annum on the collections of the previous year.	18·34	27·44	15·53	5·57	11·01

* Corrected for the short month in this year.

THE UNIVERSITY.

Entrance Examination.—The number of candidates for the entrance examination was 1,507, against 1,350 of the preceding year, and 814 were successful. Of the 671 candidates who were rejected, 537 failed in English, 127 in the second language, 330 in the history and geography, and 308 in mathematics.

The number of candidates was larger than in any former year, and the result was more favourable than it has been for several years past.

Of the entire number of candidates Bengal contributed 1,259, and of these 658 passed, 80 being placed in the first division, 303 in the second, and the remaining 275 in the third division; 302 of the successful candidates were from Government schools, 237 from private schools receiving Government grants, and 115 from unaided schools; four were schoolmasters. A classification of the successful candidates according to creed shows that 538 were Hindus, 16 Mahomedans, and 35 Christians; while 69 appear as Brahmists, Theists, and Deists.

The details are given in the following Tables:—

University Entrance Examination.

DECEMBER 1867.	Number of Candidates.	NUMBER PASSED.				Per-centage Passed.
		1st Division.	2nd Division.	3rd Division.	Total.	
Government Schools - -	480	54	150	98	302	62·9
Private Schools (Aided) - -	507	15	105	117	237	46·7
Private Schools (Unaided) -	255	11	48	56	115	45·4
Schoolmasters - - - -	11	-	-	4	4	36·4
Private Students - - -	8	-	-	-	-	0·0
Total - - -	1,259	80	303	275	658	52·26

University Entrance Examination.

DECEMBER 1867.	Number of Candidates.	NUMBER PASSED.				Per-centage Passed.
		1st Division.	2nd Division.	3rd Division.	Total.	
Hindus	1,043	63	251	224	538	51·5
Mahomedans	37	–	8	8	16	43·2
Christians	59	6	18	11	35	59·3
Other Religionists	120	11	26	32	69	57·5
Total	1,259	80	303	275	658	52·26

Junior Scholarships.—The award of the 160 junior scholarships given annually by Government was, as usual, regulated by the result of the entrance examination. Government schools carried off 114 scholarships, aided schools 20, and unaided schools 26.

The award is shown in the following Table: —

Award of Junior Scholarships.

By what Institutions Gained.	Scholarships.			
	1st Grade, 18 Rupees per Month.	2nd Grade, 14 Rupees per Month.	3rd Grade, 10 Rupees per Month.	Total.
Government Schools	9	41	64	114
Private Schools (Aided)	–	5	15	20
Private Schools Unaided)	1	4	21	26
Total	10	50	100	160

The scholarships were made tenable in the several colleges affiliated to the University as selected by the successful candidates, 137 going to Government colleges, 19 to aided colleges, and four to independent institutions.

The distribution is shown below:

Distribution of Junior Scholarships, 1868.

Where made Tenable.	Monthly Fee Payable.	Number of Scholarships.
Government Colleges:	*Rs. a. p.*	
Presidency College	*5 – –	62
Hooghly College	5 – –	11
Dacca College	5 – –	18
Krishnaghur College	5 – –	15
Berhampore College	5 – –	12
Patna College	3 8 –	8
Medical College	5 – –	4
Cuttack School	3 – –	5
Gowhatti School	3 – –	2
Carried forward		137

* The fee is 12 rupees for all students other than scholarship holders.

Distribution of Junior Scholarships, 1868—*continued.*

Where made Tenable.	Monthly Fee Payable.	Number of Scholarships.
	Rs. a. p.	
Brought forward - - -	- -	137
Private College (Aided):		
Free Church College, Calcutta - -	4 – –	5
Doveton College, Calcutta - - -	12 – –	1
St. Xavier's College, Calcutta - -	8 – –	3
General Assembly's College, Calcutta -	4 – –	6
General Cathedral Mission College -	4 – 3	2
London Mission College, Bhowanipore -	4 – –	2
Private College (Unaided):		
La Martiniere College, Calcutta - -	8 – –	2
Baptist Mission College, Serampore -	- -	2
TOTAL - - -		160

First Examination in Arts.—The number of candidates for the first arts examination was 388, of whom 188 passed; four were absent, and 196 failed. Of the rejected candidates, 113 failed in English, 89 in the second language, 53 in history, 122 in mathematics, and 21 in philosophy. The number of candidates was less than in the preceding year, when 426 presented themselves, but the per-centage of passed candidates was considerably better. The syndicate are of opinion that the diminution in the number of candidates is to be attributed to the new form of certificate which candidates had to produce, and they consider the change has been beneficial.

The number of candidates from Bengal was 347, and of these 164 were successful, 37 having passed in the first division, 75 in the second, and 53 in the third; 115 of the successful candidates coming from Government colleges, 45 from aided colleges, and two from independent institutions, while two were teachers. In creed, 111 described themselves as Hindus, 43 as Brahmists, two as Mahomedans, and eight as Christians.

The details are tabulated below—

First Examination in Arts.

DECEMBER 1867.	Number of Candidates.	NUMBER PASSED.				Per-centage Passed.
		1st Division.	2nd Division.	3rd Division.	TOTAL.	
Government Colleges - -	220	31	50	34	115	52·3
Private Colleges (Aided) - -	111	6	24	15	45	40·3
Private Colleges (Unaided) -	7	-	1	1	2	28·5
Schoolmasters - - -	9	-	-	2	2	22·2
TOTAL - - -	347	37	75	52	164	47·4
Hindus - - - - -	255	25	44	42	111	43·5
Mahomedans - - - -	5	-	1	1	2	40·0
Christians - - - -	17	1	6	1	8	47·0
Other Religionists - - -	70	11	24	8	43	61·4
TOTAL - - -	347	37	75	52	164	47·4

Senior

Senior Scholarships.—As stated in last year's report, the number of scholarships annually available for public competition has been increased from 24 to 40. These scholarships were as usual awarded on the results of the First Arts Examination, 36 being gained by pupils from Government colleges, two by aided colleges, and two by unaided colleges. On the application of the successful candidates, 36 scholarships were made tenable in Government colleges, and the remaining four were divided between aided and unaided colleges.

Details are given in the following Tables:—

Award of Senior Scholarships, 1868.

By what Institutions Gained.	1st Grade, 32 rupees per Mensem.	2nd Grade, 25 rupees per Mensem.	3rd Grade, 20 rupees per Mensem.	Total.
Government Colleges	10	11	15	36
Private Colleges (Aided)	-	1	1	2
Private Colleges (Unaided)	-	-	2	2
Total	10	12	18	40

Distribution of Senior Scholarships, 1868.

Where made Tenable.	Monthly Fee Payable.	Number of Scholarships.
	Rs. a. p.	
Government Colleges.		
Presidency College	12 – –	23
Dacca College	5 – –	4
Hooghly College	5 – –	2
Krishnaghur College	5 – –	2
Berhampore College	5 – –	1
Patna College	3 8 –	1
Sanskrit College	3 – –	3
Private Colleges.—(*Aided.*)		
Free Church College, Calcutta	4 – –	1
General Assembly's College, Calcutta	4 – –	1
Private Colleges.—(*Unaided.*)		
La Martiniere College, Calcutta	8 – –	1
Baptist Mission College, Serampore	-	1
Total		40

B. A. Examination.—For the B. A. Examination there were 212 candidates, of whom 99 passed, 7 were absent, and 106 failed. Of the rejected candidates 58 failed in English, 17 in the second language, 26 in history, 54 in mathematics and natural philosophy, 41 in mental and moral philosophy and logic, and 45 in the optional subjects. The Syndicate remark that at this examination the new form of certificate was for the first time required from the candidates, which might warrant an expectation that a greater number of candidates would have passed; but that this being the last examination at which a vernacular could be taken up as the second language, there is reason to believe that many candidates were allowed to come forward on this occasion, as their last opportunity of passing, who would otherwise have been excluded from the examination, and bearing this in mind they are of opinion that the result was satisfactory. A classical language must be taken up in all future examinations in lieu of a vernacular, but this rule has lately been so far relaxed that all candidates who passed the First Arts Examination before 1866, will be allowed to take up a vernacular language at the examination of 1869.

In the present year 196 of the candidates were from Bengal, of whom 92 passed, viz., 19 in the first division, 44 in the second, and 29 in the third; 59 were students from Government colleges, 23 from aided colleges, 1 was an ex-student, and 9 were schoolmasters. A classification of the successful candidates according to creed shows that 67 were Hindus, 21 were Brahmists, 2 were Mahomedans, and 2 Christians.

B. A. Degree Examination.

January 1868.	Number of Candidates.	Number Passed.				Per-centage Passed.
		1st Division.	2nd Division.	3rd Division.	Total.	
Government Colleges	121	14	32	13	59	48·3
Private Colleges (Aided)	50	5	8	10	23	46·0
Ex-Students	2	–	1	–	1	50·0
Schoolmasters	22	–	3	6	9	40·9
Total	195	19	44	29	92	46·9

B. A. Degree Examination.

January 1868.	Number of Candidates.	Number Passed.				Per-centage Passed.
		1st Division.	2nd Division.	3rd Division.	Total.	
Hindus	139	15	30	22	67	48·2
Mahomedans	5	–	1	1	2	40·0
Christians	6	–	2	–	2	33·3
Other Religionists	46	4	11	6	21	45·6
Total	196	19	44	29	92	46·9

M. A. Examination—Honour Examination.—For the examination for honours in arts there were 18 candidates, of whom 13 were successful, three having passed in languages, three in history, three in mathematics, and four in mental and moral sciences; two obtained a first class, four a second class, and seven a third class. Of the successful candidates eight were graduates of the Presidency College, one of the Sanskrit College, two of the Hooghly College, and two of the Free Church College. An examination fee of 50 rupees was exacted for the first time at this examination.

Ordinary Examination.—For the ordinary M.A. degree there were seven candidates, of whom two only were successful, one from the Presidency College, and the other from the Doveton College.

Prem Chand Ráy Chand Studentship.—The first examination for a studentship on the foundation of Prem Chand Ráy Chand was held this year, and Baboo Asutos Mukhopadhyay, M.A., of the Presidency College, was declared the successful candidate. The value of the studentship is 2,000 rupees per annum for five years.

The endowment fund of this scholarship now amounts to 2,02,500 rupees, invested in 5 per cent. Government securities.

Law Examination for the Degree of B.L. and the L.L.—At the examination in law there were 82 candidates, of whom 48 were passed for the degree of bachelor in law, and six for the license, three of the latter being subsequently declared entitled to the degree of bachelor, under clause 7 of the Regulations in Law. Of those who passed for the bachelor's degree, eight were placed in the first division, and 40 in the second.

A revision of the standards for the examinations in law has been under the consideration of the Syndicate and the Law Faculty, but no decision has yet been arrived at.

Medical Examination for the Degree of B.M. and the L.M.S.—There were 47 candidates for the first examination in medicine, of whom seven were declared successful, and placed in the second division. For the second examination in medicine there were 17 candidates, of whom two were placed in the first division, and 13 in the second division.

Engineering Examination.—There were six candidates for the examination for the license in civil engineering, all of whom were successful, four being placed in the first division, and two in the second.

University Proceedings.—In accordance with the orders of the Government of India the following notices of the proceedings of the University are added, in order to complete the educational record of the year.

Orthography.

Orthography.—The question of introducing a uniform system in the spelling of Indian words and proper names in the Roman character was the subject of considerable discussion during the year, and it was finally decided to adopt, with some limitations, the system of Sir William Jones, as modified by Professor H. H. Wilson, and that this system should in general be adhered to in all university records and publications.

Miscellaneous Proceedings.—The extracts which follow from the Annual Report of the Syndicate contain all requisite information regarding the other proceedings of the University during the year:—

"In reply to an application by the Syndicate to the General Council of Medical Education and Registration in London, asking that the degrees and licenses in Medicine of this University might be recognised by the Council, the Registrar, Dr. Hawkins, states that at present it is not legally in the power of the Council to recognise Colonial Degrees, but that an amended Medical Bill is now under discussion, and that the claim put forward on behalf of the Medical graduates of this University will receive full consideration.

"Dr. Leitner and the Rev. Mr. Henry, Principals of affiliated Colleges at Lahore, applied to the Syndicate in September last for the recognition of Lahore and Agra, as stations for holding an examination for the degree of B. A. This question received full consideration when the regulations were originally framed, and the Syndicate in their reply stated that they did not consider it desirable to disturb the decision at which the Senate then arrived.

"Mr. George Smith, in a letter dated 29th November 1867 (page 47 of printed Minutes), suggested for the consideration of the Syndicate the following propositions:—

> "(*a.*) That the University of Calcutta be empowered to affiliate Colleges, in which true science, true history, and true metaphysics are taught only through the Oriental languages, and in which such languages and their literature are scientifically studied.
>
> "(*b.*) That the University be permitted to grant degrees for purely Oriental attainments, of an honorary character to distinguished Oriental scholars, and after examination to others. If the University of London could meet the growing interest of Englishmen in Physical Science by creating the degree of Doctor of Science, why should not that of Calcutta adapt itself to India by conferring such degrees as Doctor of Sanskrit or Master of Arabic?

"The Syndicate, after giving these proposals their best consideration, thought that the time had not come for legislating about Colleges which had no present existence, and which were not likely to be successfully established for many years to come. Also, that it was premature to re-open the question of granting honorary degrees after the lapse of so short a period, since a similar proposal was negatived by the Senate after a full discussion.

"The Honorary Secretary of Ritchie Memorial Committee has made over to the University, by direction of the subscribers to the fund, the sum of *Rs.* 672. –. 8. in a Government 5½ per cent. note and cash, with a request that the income derived from the investment of this amount might be applied in giving an annual prize bearing Mr. Ritchie's name.

"The Syndicate have accepted this donation on behalf of the University, and it is their intention to allow the proceeds of the investment to accumulate for the award of a prize triennially, which shall be designated the 'Ritchie Prize.'

"The Rev. J. Barton, in a letter dated 22nd August 1867 (Minutes p. 25), discussed at some length the present mode of conducting the University Examinations in languages, and suggested a plan which he thought calculated to test more thoroughly than at present a candidate's ability to write good idiomatic English.

"The Syndicate referred Mr. Barton's letter to the Heads of affiliated Colleges, and also to the Senior Board of Examiners in Arts, for an expression of their opinion as to the advisability of revising the mode of conducting the Examinations in the manner indicated by Mr. Barton. After a careful consideration of Mr. Barton's suggestions, and of the opinions which were elicited by the reference to Principals and Examiners, the Syndicate arrived at the conclusion that the instructions to the Senior Examiners might, with advantage, be revised in the following particulars:—

> "1. By requesting Examiners to discourage the practice of paraphrasing.
>
> "2. By requiring the Examiners in Oriental classics to devote a portion of their second paper to translations from these languages into the candidate's own vernacular, and also into English.
>
> "3. By requiring that in all cases where the answers are written in English, the Examiners in giving marks should take the correctness of English into account.

"The following stations have been added to the list of places at which an Entrance Examination may be held:—

Ranchee. | Nagpore.

"The following Institutions have been affiliated to the University in Arts:—

Canning College, Lucknow.	Sehore School.
Cuttack School.	

"The last two as High Schools educating up to the Standard of the First Examination in Arts."

FINANCIAL STATEMENT.

Receipts.

	Rs.	a.	p.	Rs.	a.	p.
From Government				45,995	4	11
Fees.						
Entrance Examination	15,070	–	–			
First Examination in Arts	7,760	–	–			
B. A. Degree Examination	6,360	–	–			
Honours in Arts	900	–	–			
M. A. Degree	350	–	–			
B. L. Degree	2,250	–	–			
Lincense in Law	250	–	–			
L. M. S. and B. M. First Examination	245	–	–			
L. M S. and B. M. Second Examination	405	–	–			
L. C. E. Examination	150	–	–			
B. C. E. Examination	60	–	–			
Duplicate Certificates	22	–	–			
Fines	16	–	–			
				33,838	–	–
Book Fund.						
Proceeds from the Sale of University Publications				2,324	12	9
Gown Fund.						
Contributions to the Gown Fund				250	–	–
TOTAL			Rs.	82,408	1	8

Disbursements.

	Rs.	a.	p.	Rs.	a.	p.
Establishment	5,298	–	–			
Office Rent	1,200	–	–			
Scholarships	4,324	–	–			
Contingencies	7,655	4	11			
Remuneration to Examiners	27,548	–	–			
				45,995	4	11
Paid into the General Treasury as per Sub-Treasurer's Receipts				36,412	12	9
TOTAL			Rs.	82,408	1	8

COLLEGES FOR GENERAL EDUCATION.

Government Colleges.—The number of undergraduate students attending the Government Colleges affiliated to the University in Arts was 820 at the end of this year, against 724 in the year preceding.

The

The Table below gives the distribution of undergraduate students among the several Colleges for the last five years:—

STATEMENT of Attendance in the Government Colleges for General Education.

GOVERNMENT COLLEGES, GENERAL.	Monthly Fee.	Number on the Rolls at the end of the Year.				
		1864.	1865.	1866.	1867.	1868.
	Rs. a. p.					
Presidency College	12 – –	360	323	301*	271	*292
Sanskrit College	3 – –	22	26	20	24	27
Hooghly College	5 – –	82	133	141	134	162
Dacca College	5 – –	111	129	110	123	126
Krishnaghur College	5 – –	47	61	74	71	83
Berhampur College	5 – –	48	77	74	63	71
Patna College	3 8 –	18	21	20	32	*45
Calcutta Madrasah	– 8 –	–	–	–	–	6
Gowhatti School	3 – –	–	–	–	–	2
Cuttack School	3 – –	–	–	–	–	6
TOTAL		688	770	740	724	820

* Inclusive of two out-students.

The usual social classification follows:—

CLASSIFICATION of Undergraduates Students on the 31st March 1868.

GOVERNMENT COLLEGES, GENERAL.	SOCIAL POSITION OF THE PARENTS.						
	Zemindars, Talukdars, and Persons of Independent Income.	Merchants, Bankers, Banians, and Brokers.	Professional Persons.	Government Servants and Pensioners.	Shop-keepers.	Others.	TOTAL.
Presidency College	75	49	32	77	3	56	292
Sanskrit College	7	–	5	6	–	9	27
Hooghly College	52	8	40	41	10	11	162
Dacca College	42	5	13	48	–	18	126
Krishnaghur College	32	5	13	14	1	18	83
Berhampur College	16	4	12	18	–	21	71
Patna College	5	3	11	24	–	2	45
Calcutta Madrasah	–	–	–	6	–	–	6
Gowhatti School	–	–	–	–	–	2	2
Cuttack School	–	–	–	–	–	6	6
TOTAL	229	74	126	234	14	143	820

This classification, as was remarked in last year's report, is exceedingly vague and unsatisfactory; but it is a matter of no small difficulty to ascertain and register social distinctions with any approach to accuracy, and any forms that could be adopted, however minute the sub-divisions, would be more or less misleading. The first column in the Table given above is probably the most deceptive. It might lead to the inference that the wealthy classes are much more strongly represented in the colleges than is actually the

the case. The classification may perhaps be improved in this respect in future years, but so long as it is based on wealth and occupations it cannot lead to any definite conclusions. A caste Table might be compiled with accuracy, but it would be of no great statistical value.

The usual Table of expenditure follows:—

STATEMENT of Expenditure in the Government Colleges for General Education.

GOVERNMENT COLLEGES, GENERAL.	Number of Students on the Rolls (Monthly Average).	EXPENDITURE IN 1867-68.			COST PER ANNUM OF EACH STUDENT.		
		From Imperial Funds.	From Fees and Endowments.	TOTAL.	From Imperial Funds.	From Fees and Endowments.	TOTAL.
		Rs.	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*
Presidency College	271	69,054	32,210	1,02,264	255	122	377
Sanskrit College	24	7,361	849	8,210	307	35	342
Hooghly College	137	-	33,184	33,184	-	242	242
Dacca College	115	25,130	7,512	32,642	218	65	283
Krishnaghur College	73	25,478	4,107	29,585	349	56	405
Berhampur College	59	23,505	3,599	27,104	398	61	459
Patna College	32	23,948	1,452	25,400	748	45	793
Calcutta Madrasah	4	2,481	30	2,511	620	7	627
Gowhatti School*	2	-	-	-	-	-	-
Cuttack School*	6	-	-	-	-	-	-
TOTAL	723	1,76,957	83,943	2,60,900	247	117	364

* The expenditure in the College classes has not at present been separated from the total expenditure in the school.

From a comparison with the similar statement in last year's report, it will be seen that the average cost of the students has somewhat increased, which is due to the increase of salaries sanctioned in 1865. In the Presidency and Sanscrit Colleges, the cost to the State per student has, however, diminished; and the total cost per student in the Hooghly College is also less, but no part of this is borne by the State.

Presidency College.—In the course of the year a proposal was submitted to Government for the appointment of an additional Professor in the Presidency College to give instruction in Latin and in comparative Grammar, for which subjects no provision is made in the existing establishment. As all undergraduate students who are preparing for degrees in Arts are now required to take up one of the classical languages of the East or West, and a knowledge of Latin is declared by the University to be a requisite condition in proceeding to degrees in Medicine, while comparative Grammar is one of the subjects of examination for those students who go up for honours in languages, it is obvious that apart from all general considerations of the educational importance of these subjects, there are special and weighty reasons for providing the means of instruction in them without delay in the principal College of Bengal.

It was hoped that no opposition would be raised to the step that was proposed with this object, and the more especially because the Trustees of the Gilchrist Trust Fund have insisted on Latin being a *sine quâ non* in the award of the valuable scholarships they have founded, and of which the Secretary of State has shown his approval by undertaking to allow passage-money to England and back for every successful candidate; but though the proposal was recommended for the sanction of the Government of India, the Financial Department thought it necessary to refuse its permission for the expenditure of the requisite funds. It was intimated that if remuneration was required for the lectures proposed to be given, it must be obtained from special fees to be paid by the students who might attend them; under these circumstances, it has been impossible, as might have been anticipated, to form a class which would contribute even the small sum of 200 rupees a month for the payment of a lecturer, although no fewer than 60 students enrolled their names for attendance when it was supposed that no additional fee would be required of them. Their withdrawal can be no matter of surprise. But a few of our best students are in easy circumstances, and most of them have some difficulty in providing for the necessary expenditure of a college career, so that they may well be excused for their unwillingness to burden themselves with additional expense for attending a course of lectures

lectures which is not indispensible for ordinary success. However valuable a new study may be, it is little likely to take root under such conditions. It is certain that Cambridge might have waited long for a chair of Sanskrit, if the appointment of a Professor had been made to depend on an income being obtainable from fees.

It is to be hoped that a more liberal view of this question may be taken by the Government of India hereafter.

Graduate Scholarships.—The seven Foundation Scholarships of the Presidency College which are annually awarded to Bachelors of Arts intending to prosecute their studies for the Honour Examination in Arts, were this year distributed as follows:—

Name of Scholar.	Value of Scholarship per Mensem.	Designation of Scholarship Holders.	Subject of Study.
	Rs.		
Jagat Bandhu Datta, B.A. -	50	Burdwan Scholar - - -	Philosophy.
Upendra Chandra Deb, B.A. -	50	Dwarka Nath Tagore Scholar	Philosophy.
Mohendra Nath Datta, B.A. -	40	Bird Scholar - - -	English.
Upendra Nath Mitra, B.A. -	40	Ryan Scholar - - -	Mathematics.
Khetra Chandra Ghosh, B.A. -	30	Hindu College Foundation Scholar.	Philosophy.
Jagat Dhurlab Baisak, B.A. -	30	Hindu College Foundation Scholar.	Mathematics.
Gopal Chandra Gupta, B.A. -	30	Hindu College Foundation Scholar.	Mathematics.

Additional Professors for Berhampur and Patna.—The second professorships sanctioned for Behampur and Patna were filled up in the course of the year by the appointment of two gentlemen selected by the Secretary of State in England, viz., Mr. W. McLaren Smith, B. A., of Trinity College, Cambridge, and Mr. A. Ewbank, B. A., of St. John's College, Cambridge.

Cuttack School.—A first-year's college class was opened at Cuttack at the commencement of the present session in January, and was joined by six students, all of whom passed the last Entrance Examination from schools in Orissa. A second-year class will not be opened till the commencement of the ensuing session. The sanction for these arrangements was recorded in last year's report.

Aided Colleges.—The number of undergraduates attending the six private colleges which receive aid from Government was 435 at the end of the year, being an increase of 26 over the number returned in 1866-67. The following is the attendance Table for the last five years.

Statement of Attendance in the Aided Colleges for General Education.

Aided Colleges, General.	Monthly Fee.	Number on the Rolls at the end of the Year.				
		1864.	1865.	1866.	1867.	1868.
	Rs.					
Doveton College, Calcutta - - - - - - -	12	23	16	23	30	25
St. Xavier's College, ditto - - - - - - -	8	–	–	14	20	40
Free Church College, ditto - - - - - - -	4	120	151	126	151	97
General Assembly's College, ditto - - - - -	4	–	–	89	111	102
Cathedral Mission College, ditto - - - - -	4	–	–	87	65	128
London Mission College, Bhowanipur - - - -	4	–	–	–	32	43
Total - - -		143	167	339	409	435

The students of the present year are classified as usual in the following Table:—

CLASSIFICATION of Undergraduate Students on the 31st March 1868.

AIDED COLLEGES, GENERAL.	Social Position of the Parents.						
	Zemindars, Talukdars, and Persons of Independent Income.	Merchants, Bankers, Banians, and Brokers.	Professional Persons.	Government Servants and Pensioners.	Shopkeepers.	Others.	TOTAL.
Doveton College	4	2	3	7	–	9	25
Free Church College	18	13	12	25	3	26	97
St. Xavier's College	5	6	8	15	–	6	40
General Assembly's College	17	20	9	16	2	38	102
Cathedral Mission College	39	16	8	29	1	35	128
London Mission College	26	1	7	5	4	–	43
TOTAL	109	58	47	97	10	114	435

The next Table affords the means of comparing the above classification with the similar classification in the case of Government Colleges:—

	Social Position of the Parents.					
	Per-centages on Total of Students.					
	Zemindars, Talukdars, and Persons of Independent Income.	Merchants, Bankers, Banians, and Brokers.	Professional Persons.	Government Servants and Pensioners.	Shopkeepers.	Others.
Government Colleges	28·0	9·0	15·4	28·6	1·7	16·0
Private Colleges	25·0	13·3	10·8	22·3	2·3	26·2

The expenditure in the aided colleges is exhibited below:—

STATEMENT of Expenditure in the Aided Colleges for General Education.

AIDED COLLEGES, GENERAL.	Number on the Rolls (Monthly Average).	Expenditure, 1867–68.			Cost per Annum of each Student.		
		From Imperial Funds.	From Fees and Endowments.	TOTAL.	From Imperial Funds.	From Fees and Endowments.	TOTAL.
		Rs.	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*
Doveton College	22	4,560	12,504	17,064	207	568	775
St. Xavier's College	35	3,600	14,397	17,997	103	411	514
Free Church College	145	4,560	16,141	20,701	31	111	142
General Assembly's College	96	4,200	11,896	16,096	43	124	167
Cathedral Mission College	73	4,800	17,016	21,816	65	233	298
London Mission College, Bhowanipur	33	3,600	10,327	13,927	109	313	422
TOTAL	404	25,320	82,281	1,07,601	63	203	266

The

The attendance column shows an average increase of 79 students as compared with the corresponding Statement for the previous year, and as the public grants remain the same, the cost to the State per head is diminished, the charge this year being 63 rupees against 67 rupees in 1866-67. The greatest relative increase in numbers is at St. Xavier's College, where the attendance has risen from 19 to 35, and next comes the General Assembly's College with an attendance of 96 against 79 in the previous year. In the four Missionary Colleges, the total cost per head is 209 rupees against 192 rupees last year, and the cost to the State is 49 rupees against 47 rupees.

COLLEGES FOR SPECIAL EDUCATION.

Law Schools.—The number of Law students has increased during the year from 455 to 551.

The attendance in the several Colleges is shown below:

Statement of Attendance in the Government Law Schools.

Law Classes.	Monthly Fee.	Number on the Rolls on the 21st March 1868.
	Rupees.	
Presidency College - - - - -	5 & 10	308
Hooghly College - - - - -	5	55
Dacca College - - - - - -	5	65
Krishnaghur College - - - - -	5	36
Berhampur College - - - - -	5	30
Patna College - - - - - -	5	57
		551

The following Table gives the expenditure and receipts:—

Statement of Expenditure in the Government Law Schools.

Law Classes.	Number on the Rolls (Monthly Average).			Expenditure, 1867-68.			Cost Per Annum of each Student.			Surplus Fees.
	B. L. and L. L. Candidates.	Pleadership Candidates.	Total.	From Imperial Funds.	From Fees.	Total.	From Imperial Funds.	From Fees.	Total.	
				Rs.	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*
Presidency College - -	219	59	278	–	22,943	22,943	–	82	82	1,969
Hooghly College - -	46	10	56	–	2,965	2,965	–	53	53	370
Dacca College - - -	8	35	43	–	2,400	2,400	–	56	56	400
Krishnaghur College -	11	11	22	1,108	1,292	2,400	50	58	108	—
Berhampur College - -	19	8	27	985	1,565	2,550	36	58	94	—
Patna College - - -	17	23	40	–	2,435	2,435	–	60	60	105
Total - - -	320	146	466	2,093	33,600	35,693	86	367	453	2,844

It will be seen from this Table that in four out of the six Law Departments, the fee receipts are now more than sufficient to defray the expenditure, and that taking all the departments together, there is an actual surplus of receipts over charges amounting to 751 rupees, a result which must be regarded as in the highest degree satisfactory. The total cost of each Law student for the year was 761 rupees.

Medical College.—English Classes.—In the English classes the roll number at the end of the year has risen from 139 to 149, and the average monthly attendance throughout the year from 128 to 139. The usual details are given in the following Tables:—

Statement of Attendance.

Medical College.	Monthly Fee.	Number on the Rolls on the 31st March 1868.
	Rupees.	
Undergraduate Classes - - - - -	5	149

Statement of Expenditure.

Medical College.	Number on the Rolls (Monthly Average).	Expenditure, 1867-68.			Cost Per Annum of each Student.		
		From Imperial Funds.	From Fees.	Total.	From Imperial Funds.	From Fees.	Total.
		Rs.	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*
Undergraduate Classes - -	139	1,04,206	8,040	1,12,246	749	58	807

From a reference to the corresponding Table for expenditure in 1866-67, it will be seen that the total annual cost of each student has increased from 741 rupees to 807 rupees or nearly 9 per cent., and the average fee payments from 52 rupees to 58 rupees, or 11½ per cent.

Vernacular Classes.—The attendance and expenditure in the Bengali and Hindustani classes are shown in the next Tables:—

Statement of Attendance.

Medical College.	Monthly Fee.	Number of Students on the Rolls on the 31st March 1868.
	Rs.	
Hindustani Class - - - - - - -	- - -	119
Bengali Class - - - - - - -	1 and 2	190
	Total - - -	309

Statement of Expenditure.

Medical College.	Number on the Rolls (Monthly Average).	Expenditure—1867-68.			Cost per Annum of each Student.		
		From Imperial Funds.	From Local Funds.	Total.	From Imperial Funds.	From Local Funds.	Total.
		Rs.	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*
Hindustani Class - -	109	27,306	364	27,670	250	3	253
Bengali Class - -	162	16,497	2,590	19,087	101	16	117
Total - - -	271	43,803	2,954	46,757	161	11	172

The

The Hindustani Department, in which young men of the Sipahi classes are trained for employment in Military Hospitals and Dispensaries, remains at nearly the same strength as in the previous year. The Bengali Department has again considerably increased, the number on the rolls at the end of the year having risen from 160 to 190, and the average attendance from 131 to 162. In consequence of this increase, the annual cost per head has diminished from 126 rupees to 117 rupees, and as the average fee payment has at the same time increased from 15 rupees to 16 rupees, the cost per head to Government has been reduced by 10 rupees, viz., from 111 rupees to 101 rupees. As this valuable department is engaged in training medical practitioners for independent employment, its steady growth from year to year is especially satisfactory. The proposal of the College Council to extend the course laid down for the Licentiate Section of the department by making provision for instruction in midwifery and the diseases of women and children, was sanctioned im the course of the year as an experimental measure, on condition that the fee of the Licentiate class should be raised to 3 rupees a month, the additional 1 rupee being applied to meet the necessary expenditure. An additional teacher has accordingly been appointed for these subjects and was to enter on his duties at the commencement of the session of 1868-69.

Civil Engineering Classes.—The statistics for the Engineering classes of the Presidency College are given in the next Table:—

Statement of Attendance.

Presidency College.	Monthly Fee.	Number on the Rolls on the 31st March 1868.
	Rs.	
Civil Engineering Department - - -	5	*57

* Inclusive of 12 out-students.

Statement of Expenditure.

Presidency College.	Number on the Rolls (Monthly Average).	Expenditure, 1867-68.			Cost per Annum of each Student.		
		From Imperial Funds.	From Fees and Fines.	Total.	From Imperial Funds.	From Fees and Endowments.	Total.
		Rs.	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*
Civil Engineering Department.	52	23,442	3,083	26,525	451	59	510

It has already been seen that the six candidates who presented themselves this year for the University License were all successful. This result is especially satisfactory as compared with that of the previous year when every candidate failed. Better results have also been shown in the College Examinations of the 1st and 2nd year classes. Full details will be found in the College Report (Appendix A., page 520).

School of Art.—The School of Art continues to make satisfactory progress. The most successful branches are wood engraving and lithography, and in these some excellent work has been produced during the year. The majority of the students belong to the poorer classes, and owing to the necessity of obtaining an immediate livelihood, many are compelled, as has before been reported, to withdraw from the school at an early stage as soon as they can find employment in the bazar. In order to induce a larger number of the most promising students to complete the regular course in the several branches, the Principal recommends the institution of some additional scholarships of a higher value.

The usual statistics follow:—

Statement of Attendance.

	Monthly Fee.	Number of Students on the Rolls on the 31st March 1868.
	Rupee.	
School of Art - - - - - - -	1	34

Statement of Expenditure.

	Number on the Rolls (Monthly Average).	Expenditure, 1867-68.			Cost per Annum of each Student.		
		From Imperial Funds.	From Fees.	TOTAL.	From Imperial Funds.	From Fees.	TOTAL.
		Rs.	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*
School of Art - - -	35	19,200	220	19,420	548	6	554

Normal Schools for Teachers.—The next Tables give the statistics of Attendance and Expenditure in the Government Normal Schools for the training of teachers.

Statement of Attendance in the Government Normal Schools.

Normal Training Schools.	Number of Institutions.	Number of Students on the Rolls on the 31st March 1868.
HIGHER CLASS.		
Calcutta, Vernacular - -	1	88
Hooghly, English - -	1	16
Hooghly, Vernacular - -	1	125
Dacca, Vernacular - -	1	152
Patna, English - - -	1	18
Patna, Vernacular - -	1	55
Total - - -	6	449
LOWER CLASS.		
Bhágulpur - - -	1	15
Gya - - - - -	1	8
Purneah - - - -	1	6
Chupra - - - -	1	18
Gowhati - - - -	1	16
Mazaferpur - - -	1	18
Nowgong - - - -	1	12
LOWER CLASS—*continued.*		
Sibsagar - - - -	1	13
Comilla - - - -	1	37
Mymensingh - - -	1	51
Pubna - - - -	1	47
Cuttack - - - -	1	13
Cherra-Punji - - -	1	125*
Dacca (for Mistresses) -	1	22
Burdwan - - - -	1	73
Berhampur - - -	1	78
Jessore - - - -	1	74
Midnapur - - -	1	79
Dinajpur - - - -	1	75
Rajshahi - - - -	1	78
Rungpur - - -	1	80
Total - - -	21	938
GRAND TOTAL - -	27	1,387

Statement

* This includes the whole of the Pupils and not those only who are being trained as Teachers.

Statement of Expenditure in the Government Normal Schools.

Normal Training Schools.	Number on the Rolls (Monthly Average).	Expenditure.			Cost per Annum of each Student.		
		From Imperial Funds.	From Fees and Fines.	Total.	From Imperial Funds.	From Fees and Fines.	Total.
Higher Class.		*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*
Calcutta, Vernacular - -	68	6,574	490	7,064	96	7	103
Hooghly, English - -	21	2,946	134	3,080	140	6	146
Hooghly, Vernacular - -	94	9,508	842	10,350	101	9	110
Dacca, Vernacular - -	121	10,808	7	10,815	89	–	89
Patna, English - - -	15	2,687	–	2,687	179	–	179
Patna, Vernacular - -	45	7,640	–	7,640	170	–	170
Total - - -	364	40,163	1,473	41,636	110	4	114
Lower Class.							
Bhágulpur - - -	17	3,097	–	3,097	182	–	182
Gya - - - - -	14	2,699	–	2,699	192	–	192
Purneah - - - -	6	2,173	–	2,173	362	–	362
Chapra - - - -	20	3,049	–	3,049	152	–	152
Gowhati - - - -	16	1,422	–	1,422	88	–	88
Mazaferpur - - -	18	2,285	–	2,285	127	–	127
Nowgong - - - -	10	1,085	–	1,085	108	–	108
Sibsagar - - - -	6	664	–	664	110	–	110
Comilla - - - -	33	2,231	40	2,271	67	–	68
Mymensingh - - -	37	2,121	2	2,123	57	–	57
Pubna - - - - -	39	2,664	–	2,664	68	–	68
Cuttack - - - -	13	591	–	591	45	–	45
Cherra-Punji - - -	*111	4,690	834	5,524	42	7	49
Dacca (for Mistresses) -	23	1,451	–	1,451	63	–	63
Burdwan - - - -	74	6,523	944	7,467	88	12	100
Berhampur - - -	77	7,124	943	8,067	92	12	104
Jessore - - - -	79	6,412	781	7,193	81	10	91
Midnapur - - - -	80	6,540	804	7,344	81	10	91
Dinajpur - - - -	85	5,043	539	5,582	59	6	65
Rajshahi - - - -	80	5,177	489	5,666	64	6	70
Rungpur - - - -	80	6,053	348	6,401	76	4	80
Total - - -	918	73,094	5,724	78,818	79	6	85
Grand Total - -	1,282	1,13,257	7,197	1,20,454	88	5	93

Compared with the returns of last year, these tables show an increase of nearly 100 in the average monthly attendance, and a corresponding decrease in the annual cost of each student, the total cost having fallen from 100 to 93 rupees, and the cost to Government from 94 to 88 rupees. The total number of schools shown in the tables is the same as the number returned for 1866–67; but there are some changes in the list. It was intimated in the last Report that the English Departments at Calcutta, Hooghly, and Dacca,

* This includes the whole of the Pupils and not those only who are being trained as Teachers.

Dacca, would be closed at the end of the Session. The Departments at Calcutta and Dacca were actually closed in December 1867, and have consequently disappeared from the tables; but the Department at Hooghly was kept open till the end of the official year when it also was finally closed. To balance these losses the Training School at Mazaferpur, which was established at the end of the year 1866-67, now appears in the list for the first time, as does also the Normal School at Nongsoliya (Cherra-Punji), which has been taken over by Government and placed on an improved footing. It was previously an Aided School maintained and managed by the Welsh Presbyterian Mission in connection with the extensive system of village schools conducted by the mission in the Khasiya and Jaintiya Hills. The transfer of the school to Government was effected at the instance of the Missionaries, and a gentleman selected by them in England has been appointed head master. The school is now steadily progressing and promises in a few years to supply a large number of fairly trained teachers for the village schools. The statistics given in the table are, however, somewhat misleading, as the attendance and expenditure there shown are for the whole school, and not for those pupils only who are expressly under training as schoolmasters. It will probably be near the truth if one-third of the number of pupils in attendance are reckoned as pupil teachers.

From returns received from 18 of the normal schools it appears that the number of teachers trained in them since their first establishment amounts to 1,876. The number contributed by each institution is shown below:

Statement of Teachers who have obtained Certificates from Normal Training Schools.

Names of Schools.	When Established.	Number of Teachers Trained.	Names of Schools.	When Established.	Number of Teachers Trained.
Calcutta	1855	204	Comilla	1865	1
Hooghly	1856	257	Burdwan	1863	230
Dacca	1857	249	Kishnaghur and Berhampur	1863	216
Patna	1863	86	Jessore	1863	171
Chupra	1865	5	Midnapur	1865	57
Gya	1865	6	Rajshahi	1865	124
Bhagulpur	1865	3	Dinajpur	1865	101
Gowhati	1866	18	Rungpur	1865	133
Pubna	1865	6		TOTAL	1,876
Mymensingh	1865	9			

Government Madrasahs.—No changes have taken place in the Arabic Madrasahs at Calcutta and Hooghly, but the attendance has slightly increased, producing a corresponding reduction in the average cost of the pupils. The usual details are given below:

Statement of Attendance in the Government Madrasahs.

GOVERNMENT MADRASAHS.	Monthly Fee.			Number on the Rolls on the 31st March 1868.
	Rs.	*a.*	*p.*	
Calcutta Madrasah	–	8	–	79
Hooghly Madrasah (Mahomed Mohsin's)	–	8	–	41
TOTAL				120

Statement of Expenditure in the Government Madrasahs.

	Number on the Rolls (Monthly Average).	Expenditure.			Cost Per Annum of each Student.		
		From Imperial Funds.	From Fees and Endowments.	Total.	From Imperial Funds.	From Fees and Endowments.	Total.
		Rs.	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*
Calcutta	71	17,925	284	18,209	252	4	256
Hooghly	30	–	3,001	3,001	–	100	100
Total	101	17,925	3,285	21,210	177	33	210

Government Schools, General.—The attendance and expenditure in the Government schools of different classes are exhibited in the two next Tables:—

Statement of Attendance in Government Schools, General.

Government Schools, General.	Number of Schools.	Number of Students on the Rolls on the 31st March 1868.
For Boys—		
Higher Class, English	48	9,537
Middle Class, English	13	881
Middle Class, Vernacular	117	7,628
Lower Class, Vernacular	89	3,289
Total	267	21,335
For Girls—		
Natives	1	25
Grand Total	268	21,360

Statement of Expenditure in Government Schools, General.

Government Schools, General.	Number of Schools.	Number on the Rolls (Monthly Average).	Expenditure in 1867–68.			Annual Cost of Each Student.		
			From Imperial Funds.	From Fees and Endowments.	Total.	From Imperial Funds.	From Fees and Endowments.	Total.
For Boys—			*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*	*Rs.*
Higher Class, English	48	8,772	2,12,397	2,08,107	4,20,504	24	23	47
Middle Class, English	13	778	14,929	8,826	23,755	19	11	30
Middle Class, Vernacular	117	7,094	38,891	18,790	57,681	5	3	8
Lower Class, Vernacular	89	3,043	21,116	3,521	24,637	7	1	8
Total	267	19,687	2,87,333	2,39,244	5,26,577	14	12	26
For Girls—								
Natives	1	36	7,410	505	7,915	206	14	220
Grand Total	268	19,723	2,94,743	2,39,749	5,34,492	15	12	27

The latter table shows a total increase of 10 schools and 1,535 pupils in average monthly attendance as compared with the corresponding return for the previous year.

At the same time the total average cost of each student has decreased from 28 rupees to 27 rupees per annum, the whole of this decrease being in favour of Government, since the cost from private sources remains at 12 rupees as before. The number of English schools remains the same as last year, but with an average increase of 340 pupils. The classification, however, is altered, two schools which then appeared in the middle class being now rated as higher class schools. In the higher schools the average annual cost of each student has decreased from 48 rupees to 47 rupees, while the average payment from local sources remains at 23 rupees as before, so that the Government expenditure has fallen from 25 rupees to 24 rupees. The result is still better as regards middle schools. In these there is also a total average fall of 1 rupee in the cost of each student, but the cost to Government is reduced from 22 rupees to 12 rupees, and the private expenditure has increased from 9 rupees to 11 rupees. The reason why the middle schools are proportionally more extensive to Government was fully explained in last year's report. The average strength of a higher class school is this year about 183, while a middle class school only musters 59.

Aided Schools, General.—The statistics of the private schools receiving aid from the State are summarised in the following Tables:—

Statement of Attendance in Aided Schools, General.

PRIVATE SCHOOLS, GENERAL.	Number of Schools.	Number of Students on the Rolls on the 31st March 1868.
For Boys—		
Higher Class, English	88	10,753
Middle Class, English	379	20,029
Middle Class, Vernacular	634	29,946
Lower Class, Vernacular	1,724	* 52,987
TOTAL	2,825	1,13,715
For Girls—		
European and other Foreign Races	13	919
Natives	240	4,839
TOTAL	253	5,758
GRAND TOTAL	3,078	1,19,473

* Of this number, 2,139 are girls attending Patshalas under Babus Bhudeb and Kasi Kanth Mukhopadhyáy.

Statement of Expenditure in Aided Schools, General.

PRIVATE SCHOOLS, GENERAL.	Number of Schools.	Number on the Rolls (Monthly Average).	EXPENDITURE, 1867–68. From Imperial Funds.	From Fees and Endowments.	TOTAL.	ANNUAL COST OF EACH STUDENT. From Imperial Funds.	From Fees and Endowments.	TOTAL.
For Boys—			*Rs.*	*Rs.*	*Rs.*	*Rs. a. p.*	*Rs. a. p.*	*Rs. a. p.*
Higher Class, English	88	10,162	59,139	1,45,435	2,04,574	5 13 1	14 5 –	20 2 1
Middle Class, English	379	18,719	1,11,978	1,87,808	2,99,786	5 15 8	10 – 6	16 – 2
Middle Class, Vernacular	634	28,011	82,137	1,12,186	1,94,323	2 14 11	4 – 1	6 15 –
Lower Class, Vernacular	1,724	* 49,977	† 88,646	70,765	1,59,411	1 12 4	1 6 8	3 3 –
TOTAL	2,825	1,06,869	3,41,900	5,16,194	8,58,094	3 3 2	4 13 3	8 – 5
For Girls—								
European and other Foreign Races.	13	907	15,227	26,778	42,005	16 12 7	29 8 4	46 4 11
Natives	240	4,685	33,381	50,520	83,901	6 13 4	10 5 1	17 2 5
TOTAL	253	5,592	48,608	77,298	1,25,906	8 11 –	13 13 2	22 8 2
GRAND TOTAL	3,078	1,12,461	3,90,508	5,93,492	9,84,000	3 7 6	5 4 5	8 11 11

* Inclusive of 1,982 girls belonging to Patshalas under Babus Bhudeb and Kasi Kanth Mukhopadhyáy.
Of this amount, 2,147 rupees is the extra charge for girls attending Patshalas.

Comparing

Comparing the expenditure table with the corresponding table for last year, it will be seen that the average cost to Government of each student has diminished in the Higher and Middle Class English Schools for boys, and that it has slightly increased in the Middle and Lower Class Vernacular Schools. The decrease is about eight annas a head in the Higher Class Schools, and 13 annas in the Middle Class English Schools, but it will be observed that the cost in the latter class of schools is still somewhat greater than the cost in the Higher Schools. The cause of this, as was pointed out last year, is mainly due to the disparity in the size of the schools. The Higher Schools contain on an average 115 pupils, and the Middle Schools no more than 49. It should be remembered that as regards the standard of instruction, the difference theoretically between the two classes is simply that the Middle Schools stop short in their course two years below the entrance standard, while the Higher Schools carry their students up to that standard. The increased cost of students in the Vernacular Schools is very small, being less than one anna in the Middle Schools and two annas in the Lower Schools, the average attendance in the two classes of schools being 44 and 29 respectively.

The English Schools have increased by 65, viz., 10 Higher Class and 55 Middle Class, and their pupils by 5,083, of whom 1,536 are in Higher Schools and 3,547 in Middle Schools. The Vernacular Schools have increased by 426, and the pupils in them by 16,683, of whom 15,674 attend Lower Schools and 1,009 attend Middle Schools. The Middle Vernacular Schools are, however, fewer by 29 than they were last year, notwithstanding that they show an increased aggregate attendance. The loss is probably due to the conversion of Middle Vernacular Schools into Middle English Schools.

The Girls' Schools have somewhat declined in number and in attendance. Under the head of "European and other Foreign Races" there is a loss of one school and 69 scholars in average attendance, with an absolute increase of cost per head to the extent of *Rs.* 11. 7. 11., the enhanced cost to Government being *Rs.* 2. 4. 7. The number of schools for native girls has fallen from 243 to 240, and the average attendance at them from 4,767 to 4,685, while the average cost to Government for each pupil has increased by *Rs.* 1. –. 4., and the total cost by *Rs.* 2. 5. 5. The average attendance per school in both classes remains nearly unaltered, viz., 69 rupees in the schools for foreign races and 19 rupees in the schools for natives. This apparent check in the progress of female education is unsatisfactory, but as the number of new grants sanctioned for Girls' Schools during the year is considerably in excess of the number of grants cancelled, it seems probable that the returns may be defective, and at any rate the loss shown in separate schools is more than counterbalanced by the success of the attempt that has been made to induce girls to attend and receive instruction in the village patshalas. About 2,000 girls are now attending these patshalas, but in the table they are included with the boys under the head of Lower Class Vernacular Schools. The arrangements under which this attendance has been secured will be noticed presently.

Comparison of Results in Government and Aided Schools of the Higher Class.—At the entrance examination of December 1867, 52 Aided Schools of the Higher Class succeeded in passing 237 candidates, and carried off 24 junior scholarships, while 22 Unaided Schools passed 168 candidates, of whom 22 obtained scholarships. At the same time 39 Government Schools passed 302 candidates, and secured 114 scholarships. The results are shown in the following Table:—

Statement showing the Results obtained by the Schools of the Higher Class, Government, Aided, and Unaided, in 1867-68.

SCHOOLS OF THE HIGHER CLASS.	No. of Schools.	No. of Students who passed Entrance.	No. of Students who gained Scholarships.
Government Schools	39	302	114
Aided Schools—			
Christian	—	—	—
Missionary	7	39	3
Native	45	198	21
Unaided Schools—			
Christian	3	11	4
Missionary	5	82	13
Native	14	75	5
TOTAL	113	707	160

Senior Scholarship Rules.—In consequence of the increase in the number of Senior Scholarships, which was noticed in last year's report, it has been necessary to revise the rules for the award of these prizes. The new rules, which are given below, do not differ in principle from those which they supersede, but the area of distribution is in some degree altered by the addition of a sixth Collegiate Circle. This change has become expedient in consequence of the success of the Patna College, which was not in existence when the former rules were framed.

SENIOR SCHOLARSHIP RULES.

1. Forty Senior Scholarships are open annually, to be competed for in the First Examination in Arts by candidates educated in colleges affiliated to the University of Calcutta.

2. These scholarships are of three grades:—10 of the First Grade, with stipends of thirty-two rupees (32) per mensem; 12 of the Second Grade, with stipends of twenty-five rupees (25) per mensem; and 18 of the Third Grade, with stipends of twenty rupees (20) per mensem.

3. With the sanction of the Director of Public Instruction, a Senior Scholarship may be held at any one of the "affiliated" colleges which may be selected by the holder.

4. Each scholarship is tenable for two years, provided that due progress, under a collegiate course of instruction, is regularly made by the holder; a certificate of the fact being submitted at the end of first year by the Principal of his college.

5. Second year students alone are eligible, *i. e.*, those students who passed the Entrance Examination two years before presenting themselves for the First Examination in Arts.

6. The 10 Scholarships of the First Grade, and the 12 Scholarships of the Second Grade, are open to all "affiliated" institutions without distinction, and will be awarded to the 22 candidates who obtain the greatest number of marks in the First Examination in Arts.

7. The 18 Scholarships of the Third Grade are reserved for the "affiliated" institutions situated within the six Collegiate Circles of Calcutta, Hooghly, Krishnaghur, Berhampur, Patna, and Dacca;* three scholarships for each circle; and will be awarded to the three highest candidates from each circle who do not gain scholarships of the first or second grades, provided their names appear in the first or second division of the list of passed candidates. No candidate whose place is lower than this will be entitled to claim a scholarship.

8. Scholarships not taken up under the preceding rule by the circles for which they are reserved, will be awarded to candidates from the general list in order of merit, provided they reach the prescribed standard.

9. The holders of scholarships in all Government Colleges are required to pay the usual monthly fees which are levied from other students.

Junior Scholarship Rules.—The Junior Scholarship Rules have also been modified by the addition of a clause which requires candidates for the greater part of these scholarships to pass in a classical language instead of a vernacular.

The clause is as follows:—

> "In the elections of January 1870, and subsequent years, the Junior Scholarships of the First and Second Grades, and the first 50 Scholarships of the Third Grade, will be awarded to those candidates only who pass the Entrance Examination in one of the classical languages† recognised by the University. The last 50 Scholarships of the Third Grade may be awarded to candidates who have not so passed, at the discretion of the Director of Public Instruction."

The object of the change is to co-operate with the University in its endeavours to improve the standard of the higher education in Bengal. The vernaculars are no longer made the subject of direct examination in the First Arts and B. A. Examinations; instead of them the classical languages have been substituted; and, under these circumstances, it is obviously most desirable that the students should obtain a fair knowledge of the rudiments of the language which they must take up as undergraduates, before they are

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* The Hooghly Circle includes Howrah, Hooghly, 24-Pergunnahs, Baraset, Midnapur, and the Province of Orissa.
The Krishnagur Circle includes Nuddea, Burdwan, Jessore, Pubna, Beerbhoom, Bancoorah, and Puruliya.
The Berhampore Circle includes Moorshedabad, Rajshahi, Malda, Dinajpur, and Darjeeling.
The Patna Circle includes the Province of Behar.
The Dacca Circle includes Dacca, Furreedpur, Bogra, Burrisal, Chittagong, Tipperah Sylhet, Cachar, Khasia, Mymensing, Rungpur, and Assam.
The Calcutta Circle includes the city of Calcutta only.

† These are, Greek, Latin, Sanskrit, Hebrew, Arabic.

are admitted to the College lecture-rooms. The change in the scholarship rules cannot fail of being effectual in bringing about this result.

Female Education.—It has already been noted that the returns show no increase in the number of girls' schools in operation during the year, and that, on the contrary, they indicate a slight decline both in the number of schools, and in the pupils attending them. To judge, however, from the number of applications that have been received for grants-in-aid, it would not appear that there is any abatement in the desire for the promotion of female education. Thirty-seven grants have been sanctioned for new schools, while 15 only have been cancelled, so that if all the schools entitled to grants have been in operation there has been a real increase of 22 schools. There is nothing new to be noted regarding the condition of the schools. The great majority of them are of the most rudimentary description, and are only of value as the germs from which something of a much higher character may spring in future generations.

It has also been mentioned that an attempt has been successfully made to attract girls to the improved village patshalas. The report for 1866-67 contained an intimation that a plan for securing this object had been submitted to the Government of India. It was approved and brought into operation early in the last year, the simple arrangement being that the Guru shall receive 1 rupee a month for every four girls in a patshala who can read short sentences, and write on the palm leaf. The inducement thus offered had brought into the patshalas no fewer than 2,139 girls at the end of the official year. The great majority of these are in the district assigned to Babu Bhudeb Mukhopadhyáy, who writes on this subject as follows:—

> "We have succeeded, but not beyond our expectations. There were 1,896 girls, mostly of the respectable classes of the village people, attending the patshalas on the 31st March last. The education of each girl thus taught, cost Government only two annas and four pie per month."

In the patshalas, under Babu Kasi Kantha Mukhopadhyáy, in which the plan was commenced later, there were 243 girls on the 31st March. The following are his remarks about them:—

> "The average age of the girls is about seven, and the average number of girls in each school is 11·5. Many of these girls are daughters of respectable Brahman and Kaith families, and all of well-to-do people. Their progress is steady and cheering, though not what it ought to be. They attend entirely voluntarily, uninfluenced by prize allowances or pecuniary considerations of any kind; while on the other hand they all provide their own books, seats, and writing materials."

The much canvassed question of the establishment of Normal Schools for the training of native mistresses is now, it may be hoped, in a fair way of being brought to a practical issue. The Government of India has sanctioned the expenditure of 12,000 rupees per annum for the purpose, and it is probable that the money will be employed in opening a Normal Class in connection with the Bethune School in Calcutta. The details of the arrangement are at present under consideration.

But this is not the only Normal School in contemplation. Another is about to be established on a humbler scale at Rampore Baulea, under the grant-in-aid rules. Kumar Chandra Náth Ráy Bahadur, of Nattore, has offered to contribute for the purpose the sum of 125 rupees a month for 10 years, provided the Government will sanction a grant-in-aid of 250 rupees a month; and this very liberal offer has been accepted under the authority of the Government of India, who have consented to a relaxation of the rules to this extent in the case of Normal Schools for native female teachers.

The money difficulty is thus overcome, but more serious obstacles remain, and the utmost care will be required in organising and managing these institutions so as to conciliate prejudices and insure the co-operation of the community at large.

Private Endowments.—The contribution of Kumar Chandra Náth Ráy is not the only instance of liberality which has this year to be recorded in the annual report of educational progress. Several important endowments have been made by private gentlemen, which afford a satisfactory indication of the growing interest that is taken in the intellectual progress of the people.

The late Mr. George Williamson, of Golaghát, in Assam, has bequeathed to Government a lakh of rupees (10,000 *l.*) for the promotion of education in that province, to be devoted generally to the diffusion of useful knowledge among the natives of the district, and especially to instruction in industrial occupations. A portion of the proceeds of this endowment is at present employed in the maintenance of schools at Jorehât and Golaghât, supplemented by grants-in-aid from the general revenues.

Babu Durga Charan Laha, of Calcutta, has made over to Government the very handsome donation of half a lakh of rupees (5,000 *l.*) for the foundation of Scholarships to be awarded on the results of the University Examinations and for certain stipendiary studentships in the Government schools and colleges in Calcutta and Hooghly. This sum

is invested in Calcutta Municipal Debentures, yielding 3,000 rupees per annum, which, with savings is appropriated as follows:

	Per Mensem. Rs.
A Graduate Scholarship for a B. A. preparing for Honours in Physical Science, tenable for one year, and to be awarded annually - -	40
A Graduate Scholarship for a B. A. preparing for Honours in Sanskrit, tenable for one year, and to be awarded annually - - - -	25
A Graduate Scholarship for a B. A. of Hooghly College preparing for Honours in any branch, tenable for one year, and to be awarded annually - - - - - - - - - - - -	25
A Medical Scholarship for a Student who has passed the First B. M. Examination, and is preparing for the Second Examination, tenable for two years, and to be awarded every alternate year - - -	30
A Senior Scholarship for a Student who has passed the First Arts Examination, and is preparing for the B. A. Examination, tenable for two years, and to be awarded every alternate year - - - -	20
Two Junior Scholarships for Students who have passed the Entrance Examination, and are preparing for the First Arts Examination, tenable for two years, and one to be awarded annually, at 10 rupees a month each.	20

These Scholarships are to be awarded by the Director of Public Instruction to candidates from the Lower Provinces on the results of the University Examinations supplied to him by the Syndicate.

In addition to these Scholarships, the following stipendiary Studentships are to be at the disposal of the founder and his heirs.

	Per Mensem. Rs.
Three Studentships in the Hindu or Hare School, at 5 rupees a month	15
Three Studentships in the Presidency College, at 12 rupees a month -	36
Five Studentships in Hooghly Collegiate School, at 3 rupees a month -	15
Five Studentships in Hooghly College, at 5 rupees a month - -	25

Kumar Pramotha Náth Ráy Bahadur, of Dighapatiya, in Rajshahi, lately a pupil of the Wards' Institution in Calcutta, besides giving three monthly exhibitions of 2 rupees a month each, for the encouragement of the Aided Girls' School at Baulea, has undertaken to endow it by placing in the hands of Government promissory notes yielding 180 rupees per annum.

Babu Banwari Lál Ráy, a zemindar in Zillah Bogra, has handed over to Government securities to the amount of 5,000 rupees for the endowment of the Aided School at Serajganj.

And further, Pannah Miah, a Mahommedan gentleman of Zillah Noakhali, has vested in Government two small taluks, estimated to yield 30 rupees a month, for the endowment of a school at Munshi Hât, the village in which he lives.

These instances of enlightened liberality are worthy of the highest commendation, and afford an example which it may be hoped will be largely followed in future years.

Grants-in-Aid.—The number of institutions of all classes which were receiving monthly assignments of public money under the grant-in-aid rules at the close of the official year on the 31st March was 1,249. This shows an increase of 125 schools, or a little more than 9½ per cent. over the number returned for 1866-67. The amount of the grants has, at the same time, risen from 2,62,477 rupees to 3,23,166 rupees, or about 23 per cent., while the number of pupils has increased from 59,279 to 68,729, or about 16 per cent. The additional institutions which obtained grants during the year amounted to 244, and their grants to 50,841 rupees per annum. Besides this, 62 schools, already aided, obtained augmentation grants aggregating 11,660 rupees per annum. On the other hand, grants aggregating 12,678 rupees per annum have been withdrawn from 57 schools, which have been either temporarily or permanently closed, and the grants to 12 other schools have been reduced to the extent of 1,470 rupees per annum.

Hence the net increase in the number of institutions of all classes for which grants were sanctioned during the year is 187, and the additional sanctioned charge for monthly grants, 48,353 rupees.

Casual

Casual grants for special purposes have also been sanctioned to the extent of 9,285 rupees, distributed amongst 68 schools.

Further details will be found in the subjoined tabular statements:—

Statement showing the Grants drawn during 1867-68 by Private Institutions in Operation on the 31st March 1868.

Grant-in-Aid Institutions.	Number of Institutions.	Number of Students.	Amount of Government Grants.	Cost to Government of each Student per Annum.
			Rs.	*Rs. a. p.*
Under Missionary Bodies	295	12,915	84,192	6 8 3
Under other Christian Bodies	38	2,006	19,673	9 12 10
Under Native Managers	1,096	53,808	2,19,301	4 1 2
TOTAL	1,429	68,729	3,23,166	4 11 3

Grants to Additional Institutions.

CLASS OF INSTITUTIONS.		Number of Institutions.	Amount of Grants per Mensem.
			Rs. a. p.
School for Boys	English	87	2,166 12 —
	Vernacular	120	1,340 13 —
Schools for Girls		37	729 — —
	TOTAL	244	4,236 9 —

Augmentation Grants.

			Rs. a. p.
Schools for Boys	English	26	342 — —
	Vernacular	26	121 10 5
Schools for Girls		10	508 — —
	TOTAL	62	971 10 5

Grants Cancelled.

			Rs. a. p.
Schools for Boys	English	16	381 — —
	Vernacular	26	332 — —
Schools for Girls		15	343 8 —
	TOTAL	57	1,056 8 —

Grants Reduced.

Class of Institutions.		Number of Instituions.	Amount of Grants per Mensem.
			Rs. a. p.
Schools for Boys	English	9	117 – –
	Vernacular	2	4 – –
School for Girls		1	1 8 –
	Total	12	122 8 –

Special Grants sanctioned as Donations.

			Rs. a. p.
Schools for Boys	English	27	6,828 – –
	Vernacular	37	2,301 8 –
Schools for Girls		4	155 12 –
	Total	68	9,285 4 –

Revision of the Grant-in-Aid Rules.—The grant-in-aid rules have undergone a further revision during the year, and considerable additions have been made to them, the main object of which is to define the duties and responsibilities of the school managers, and to bind them more closely to the due performance of their engagements. In former years the shortcomings of the School Committees have frequently been the subject of remark, and further experience has shown that greater stringency is absolutely necessary to secure the fulfilment of the conditions on which public money is granted, particularly in respect to the realisation of the local income which is guaranteed to meet the State contributions, and the regular payment of the salaries of the teachers. The value of the grant-in-aid system as a means of encouraging and developing local efforts and educating the people to co-operate in the promotion of their public and social interests, has from the first been fully recognised by this Department; but it may be doubted whether we have not been premature in leaving so much discretionary power as has hitherto been allowed them in the hands of the school managers, and if the rules as now amended should fail to produce marked improvement in their administration, a radical change will be indispensable. The new rules and forms will be found, with other official papers, in Appendix B.

The Patshala System.—The development of the patshala system has again been seriously retarded by the inability of Government to supply the necessary funds. The estimates submitted by this Department were carefully restricted to the amounts that would be required to provide for the ordinary extension of operations in the districts already occupied. This was fully explained in January 1867, and permission was solicited for carrying on our proceedings during the ensuing year at the rate of expenditure which was approved when the scheme was originally sanctioned. No reply being received to this representation, the usual arrangements were made, and the work proceeded regularly until September, when the Budget orders were communicated to the Department, and it was found that the amount passed was less by upwards of 16,000 rupees than the amount required to defray the estimated charges of the year.

Orders were at once issued to suspend operations by delaying the opening of the patshalas which should have been taken up by the Gurus, whose year of training had terminated, and by deferring the ordinary admissions of fresh pupils at the normal schools. At the same time another representation was made on the subject to Government, but without effect, and the year ended without any further funds being placed at our disposal.

Night Patshalas.—An additional grant was, however, sanctioned for the opening of night schools in connection with the patshalas, to provide the means of instruction for such of the labouring classes as are unable to attend school during the day. A considerable number of such schools has been opened accordingly, and apparently with great success. Full details regarding them will be found in the reports of the two Inspectors, Babu Bhudeb Mukhopadhyay and Babu Kasi Kantha Mukhopadhyay, who are charged with their

their superintendence. They had together 3,289 day-labourers attending these schools at the close of the year. Babu Bhudeb sums up his remarks about them as follows:—

"The results of the experiment have been that 2,203 day-labourers were receiving instruction in reading, writing, and arithmetic on the 31st March, at an expense of two annas per mensem per pupil to Government. Should this experiment succeed, as I hope it will, under the system inaugurated, the education of labourers will be a question of funds only."

Babu Kasi Kantha, who has 1,056 pupils in his night schools, reports of them:—

"The average number of students in each night patshala is 20·7. Good care is taken to prevent students of day patshalas from attending the night schools. The average age of the students is 18 years. For reasons already stated, a portion of the juvenile population attends the night schools. No one, however, finds admission there who, young or old, is not in the strict sense of the term a day-labourer. He may be a shopkeeper, an artizan, cultivator, herdsman, or a labourer in any other line of business."

"In most schools, the students themselves provide for lighting, in the rest some influential villager pays for it. The students provide their own seats, writing materials, and in many cases books or slates. In about half the schools, a schooling fee of two annas and one anna is levied. In some, payment is made by bodily labour."

From these statements it may be gathered that the experiment, as far as it has gone, is decidedly successful, and promises to supply the elements of education to large numbers of the labouring population who could not attend the day schools. For this, however, as for all other objects of improvement, considerable supplies of money will be required if success is aimed at, and the means of obtaining it must be secured beforehand should a systematic attempt be resolved on for extending such operations over the whole country.

It may be hoped that under the recent orders of the Government of India, arrangements may shortly be matured for obtaining a separate local revenue, which will be specially employed for the promotion of education in every district in Bengal.

School Books.—The accounts furnished by the School Book Society for the year ending 31st December 1867 shows, as usual, a continuous increase in the demand for books and apparatus. The receipts realised by sales amounted to 97,570 rupees. In the previous year the receipts were reported at 88,051 rupees. The number of books issued from the Depository was 245,769 in 1867, against 230,277 in 1866, being an increase of six per cent. In the following abstract, the books issued during the last three years are classified according to the languages in which they are written.

Books.	Copies.		
	1865.	1866.	1867.
English	68,525	89,044	78,963
Sanskrit	2,068	3,279	1,797
Bengali	83,588	96,997	120,150
Hindi	3,890	4,783	10,576
Uria	12,824	21,888	21,435
Santhali	3	22	2
Khasiya	511	609	905
Arabic	29	—	—
Persian	71	77	174
Urdu	2,683	2,565	1,517
Anglo-Asiatic	9,851	11,063	10,250
Total	184,043	230,277	245,769

During the last two years, the Society has printed and published 15 new school books of various kinds, to the extent of 35,000 copies, and 31 new editions of books already in use to the extent of 255,000 copies. Besides these, it has prepared and published in Uriya, maps of the World, Asia, Europe, India, and Orissa; and it has now under preparation in Bengali, maps of America and Africa, an improved map of Bengal, and a series of cheap district maps of the Bengal zillahs.

It employed last year for the distribution of books and school apparatus, 115 country agents, and expended 6,406 rupees on carriage, packing, &c.

The following extracts from the Society's Report, will explain the manner in which its funds are devoted to defray the cost of distribution:—

"The amount expended for the dispatch of books, &c., may be looked upon as very large, but this is accounted for by the larger quantities of supplies sent to the Mofussil during the last two years, and by the increased rates of book post under Act XIV. of 1866, which came into operation since May 1866. Besides the amount mentioned in the abstracts as paid by the Society for the dispatch of books into the country, the Society pays also the charges which are incurred by the agents in landing packages sent to them, boat and cooly hire, and other incidental items which the agents deduct from their sale proceeds. The agents are thus enabled to sell the books at the Society's prices, the agents themselves being remunerated by a commission of generally 10 per cent. on the sales.

"The total amount of charges deducted by the agents during the last two years averages 1,000 rupees annually, and the average of the amounts given in the abstracts is 6,305 rupees, making a total of 7,305 rupees, which has been paid by the Society for bringing their store of school books within reach of the people. The total amount of commission allowed to agents was *Rs.* 4,114. 12. 10. in 1866, and *Rs.* 4,343. 13. in 1867.

"It is not of course the object of the Society to accumulate profits. Their object and desire is to expend in the backward and outlying provinces whatever profit may arise from their operations in the more advanced parts of the country."

The annual reports and returns submitted by the officers of the department will be found, with other details, in the usual appendices, which follow.

W. S. Atkinson,
Director of Public Instruction.

(Confidential.)

(No. 14, of 1869.)

Government of India.—Home Department.—Education.

To His Grace the Right Honourable the Duke of *Argyll*, K.T., Her Majesty's Secretary of State for India.

My Lord Duke, Simla, 18 October 1869.

WE have the honour to submit a draft Resolution on the subject of Educational expenditure, which we propose to issue in furtherance of the determination to reduce our general expenditure announced in our Financial Despatch, No. 240, dated the 20th September 1869.

2. Before, however, finally adopting it, we desire to obtain your concurrence to its purport, and should be obliged by your intimating this, if possible, by telegraph as early as may be practicable. Meanwhile detailed instructions to the various Governments and Administrations for carrying out the objects of the Resolution will be carefully prepared, and be ready for issue simultaneously with the Resolution itself.

3. Your Grace will observe that the reductions we propose, which we estimate as likely to amount to between seven and eight lakhs of rupees, are to be effected by carrying out in their integrity the principles which have been already repeatedly laid down for our guidance by Her Majesty's Government, and the more strict observance of which is desirable not merely for financial but also for administrative and political reasons. At the same time we shall use all due caution in the introduction of these necessary reforms, so as to avoid any sudden check to the progress of education in India.

We have, &c.
(signed) *Mayo.*
W. R. Mansfield.
H. M. Durand.
John Strachey.
B. H. Ellis.

(*Confidential.*)

No.

EXTRACT from the PROCEEDINGS of the Government of India in the Home Department (Education), under date 1869.

RESOLUTION.

FROM the Despatch addressed to Her Majesty's Secretary of State for India, and published in the "Gazette Extraordinary" of the 4th instant, local Governments and Administrations have been informed of the present condition of the finances and of the necessity imposed on the Government of India for considering what reductions and economies are practicable in each Department of the Administration.

2. There is no Department of the Civil Administration in which the Governor General in Council would attempt, simply on financial grounds, to effect any reductions with so much caution and reluctance as in that of education. No Department has a higher claim. It is the anxious wish of his Excellency in Council to encourage, to the utmost of his power, the spread of education, nor will he in any way evade the duty and responsibility which properly fall upon the Government, of rendering it as accessible as possible to all classes of the people of this country.

3. But from a review of the rapid increase of the Imperial charges for education during the last few years, an increase strongly commented on by the late Financial Minister, and from a careful consideration of the objects on which this expenditure is being incurred, the Governor General in Council is convinced that some misapprehension exists as to the educational policy of the State, and that reductions of cost can be effected without contracting those practical limits of action which even in the most flourishing condition of the finances must, owing to the magnitude of the work before it, be imposed upon the Government. By ignoring these limits, even what is practicable may be never attained.

4. The Governor General in Council does not wish to advocate any new educational policy for India, but he has decided upon declaring and maintaining the policy clearly and repeatedly prescribed by the Home Government.

5. In 1854, the Court of Directors declared that up to that date the efforts of the Government had "been too exclusively directed towards providing the means of acquiring a very high degree of education for a small number of natives of India, drawn for the most part from what we should here call the higher classes * * * * * after the establishment of Universities, we shall have done as much as Government can do to place the benefits of education plainly and practically before the higher classes of India. Our attention should now be directed to a consideration, if possible, still more important, and one which has been hitherto, we are bound to admit, too much neglected, namely, how useful and practical knowledge, suited to every station in life, may be best conveyed to the great mass of the people who are utterly incapable of obtaining any education worthy of the name by their own unaided efforts. Schools, whose object should be not to train highly a few youths, but to provide more opportunities than now exist for the acquisition of such an improved education as will make those who possess it more useful members of society in every condition of life, should exist in every district in India. * * * The higher classes will now be gradually called upon to depend more upon themselves."

6. The same policy was maintained in Lord Stanley's Despatch of 1859, after the transfer of the country to the Crown. This Despatch recapitulated the substance of the Despatch of 1854, and added, "that those individuals or classes who desire more than a simple elementary education may, as a general rule, be left to exert themselves to procure it with or without the assistance of Government."

7. Again, in 1863, the Secretary of State showed that no change had taken place in the views of the Home Government.

"It was," he stated, "one great object, proposed in the Despatch of the 19th July 1854, to provide for the extension to the general population of those means of obtaining an education suitable to their station in life, which had hitherto been too exclusively confined to the higher classes; and it is abundantly clear from Lord Stanley's Despatch of the 7th April 1859, that Her Majesty's Government entertained at that time the same sentiments which had been expressed by the Home authorities in 1854.

"I think it necessary to declare that Her Majesty's Government have no intention of sanctioning a departure from the principles already deliberately laid down."

8. Once more in 1864, the Secretary of State again enjoined upon the Government that the resources of the State should be so applied as to assist those who cannot be expected to help themselves, and that the richer classes of the people should gradually be induced to provide for their own education.

9. Owing to causes which need not be enlarged upon, the Governor General in Council is of opinion that this educational policy, so strongly enunciated by the Home Government, has not been strictly adhered to, and in some provinces is growing more and more inoperative every day. It would be very easy to prove from the statistics of the last educational reports that the bulk of an annually increasing Imperial expenditure is far from being devoted to the great mass of the people, and that the efforts of the State are still mainly directed to the instruction of the classes referred to. A liberal expenditure in this direction was in the first instance justifiable; but it has been admitted that in some parts of India the career now open to well-educated persons, a career far more remunerative in proportion to the expenses entailed by the preliminary education than is the case in European countries, renders it possible and only reasonable that the institutions of higher education should be placed on a more self-supporting footing than they are at present.

10. The Government of India cannot provide from Imperial resources the means of instruction for *all* classes of the community, and financial considerations of paramount importance now render it necessary to decide what classes have the strongest claims, and how the funds available can be best utilised. Indeed, that educational policy which has always been advisable is now one of necessity, and educational expenditure must be regulated by it. There is obviously no limit to the demands on account of higher education if the attempt be continued to provide it almost gratuitously at the State's expense, and the Governor General in Council is resolved that henceforth the main object of the educational system in each province must be that prescribed by the Home Government.

11. It is not intended that education for the masses is to be the sole end and aim of the several Educational Departments. To insist upon this would be almost as great an error in the opposite direction, and one which might be at once refuted from the Despatches above quoted. Higher education must always, to some extent probably, spring from the Government, and receive encouragement from the Government, and the cost of the agency for testing, for inspecting, and directing it must mainly devolve upon the Government. This charge will be considerable, and has an undoubted tendency to increase. But the Government cannot in addition to this charge also undertake the entire, or nearly the entire, charge of providing and maintaining the institutions of higher education. Already the Government has gone far beyond the intentions of the Despatch of 1854, which declared that the provision of Universities as the examining bodies for higher education was all that then remained for the Government to do. Since that date, institutions for higher education, almost entirely supported at the State's expense, have been multiplied throughout the country, the object of the Government having been to create a demand for such education, and this object has now in some provinces been sufficiently, and in nearly all partially, attained. To multiply them still further where there is little or no real demand for them, is not only embarrassing on financial grounds, but is a measure of very doubtful political expediency, calculated to depreciate the character of the education so imparted, and to discourage those feelings of self-reliance which form the best incentive to the acquirement of knowledge.

12. In declaring that higher education must henceforth be placed on a more self-supporting footing, the Government does not hereby include those institutions, such as Schools for Medicine, Engineering, the Industrial Arts, and the art of teaching (normal schools), which are now maintained at a considerable cost to the State; indeed, whenever the finances will admit of it, the Government will be prepared to receive most favourably to any reasonable extent, well-considered projects for the enlargement and improvement of these institutions, and especially for those wherein industrial teaching is given; but it must be remembered that the only sound basis of technical education has in all countries been found to be an organised system of primary national education.

13. Neither can the Government undertake to provide from Imperial funds the schools of primary instruction for the masses, the agricultural population of this enormous empire. It was with especial reference to schools of this class that a former Finance Minister declared that if India is ever to have the roads, the *schools* and the other instruments of civilisation which a flourishing country ought to possess, it is simply impossible that the Imperial Government can find either the money or the management. The State cannot provide the funds for primary schools. It is not practicable in India for the Government to declare that provision for education is to be made at the sole cost of the State. This aim alone, if pursued in a practical and definite way, would probably far more than absorb all the funds that under the most favourable circumstances can, as a rule, be at the disposal of the Government for education altogether. The Secretary of State has pointed out that *primary* instruction for the masses must be provided by local cesses, raised according to the annual value of the land for the benefit of the population connected with the land, while for the town population the same want must be supplied by local rates, whether raised in the form of municipal contributions or otherwise. Care, however, must be taken that the cesses raised from the agricultural population are strictly and exclusively devoted to their proper object, and not expended on secondary or higher education, so long as primary education is not sufficiently provided for, or on the town population which has not contributed to them. In Northern India generally, provision for the means of primary education for the agricultural population is being made by cesses; but the Governor General in Council believes that as yet no similar measure has been applied to towns, and that cess funds are not

not strictly devoted to their proper object. Unless both these points are carefully attended to, it is obvious that cess funds will be altogether inadequate.

14. The Governor General in Council commends to local Governments and Administrations this most important question of the provision of elementary education for the masses. These classes form the bulk of the community, on the industry and intelligence of whom depend the wealth and prosperity of the country, and no educational system can be considered sound which does not rest upon the principle that primary education for the masses ought to be one of the first objects of good government. Primary schools must be the basis of the Government system, and the Imperial grants for secondary and higher education should bear in each province a proportion to the local funds for primary education. In dealing with the enormous area and population of India, the Supreme Government cannot hope to do much more than to point out the result to be aimed at and to exercise a general supervision, and provide efficient inspection. The real force whereby the work is to be done must come from the local authorities acting in complete harmony with the people, and every arrangement which fosters a local interest in schools, and teaches the authorities and people of each district to consider the schools as their own and encourages them to take a share in their management, will do more in the interests of education than the most skilful Administration. Hence the most encouragement should be given by district officials, in co-operation with the Educational Department, to local committees formed for the improvement of indigenous schools, the foundation and management of cess schools, and for the best utilisation of local funds.

15. The real strain upon the Imperial Exchequer in the matter of education will be the provision and extension of secondary education by the means of higher vernacular and Anglo-vernacular second class schools. For this class of education there will be the largest demand, and in encouraging it the Government will be doing its utmost for the diffusion of useful and practical knowledge for the general body of the people. To provide schools of this description local efforts cannot be entirely relied on, or where such schools are most wanted, they will not be established at all. Neither can the State undertake to supply them entirely, or there will be extravagance and local apathy. Besides, therefore, establishing schools of its own, the Government must look to the grant-in-aid system or co-operation with local efforts, whether shown by managers of schools or by willingness to pay reasonable fees.

16. In the operation of the grant-in-aid system the utmost economy must be observed, having regard to the magnitude of the object in view and the limited means at the disposal of the State, which must be employed so as to ensure the greatest practical amount of good. The Governor General in Council is aware that in all provinces grant-in-aid rules are already in force, and have recently shown a very large development; but in some provinces there is reason to fear that they are not administered as economically as they might be, and that the result bears but a small proportion to the expenditure. The working of the grant-in-aid rules demands the most careful consideration of the local Governments and Administrations, and these will probably before long require revision in order to suit them to the rapidly altering circumstances of the country.

17. Such, then, being the educational policy which the Government has decided to declare and to pursue, it only remains now to indicate briefly the direction in which such reductions in expenditure may be practicable. Upon this point separate communications will be addressed to each local Government and Administration; but the following remarks are of general application:—

18. *Colleges.*—Colleges in India are either Government, aided, or private.

With private colleges the Government is not at present concerned, although it may be remarked that the number of aided and private institutions of higher education in any one province, and the success which they obtain in the University Examinations, are a very fair measure of the extent to which Government can withdraw its support from purely Government institutions of the same class. In some provinces the average annual cost per student in Government colleges is enormous, and in almost all provinces the proportion that falls upon the Government of the whole charge is very far in excess of that which can be maintained. In some provinces, too, Government colleges are maintained in actual competition with each other, although there is no sufficient supply of students for a single institution. The Governor General in Council is of opinion that in all provinces one central institution or a few such maintained on a scale adequate to present requirements, would have a far more real and healthy existence than is possible under the present plan of maintaining a number of small separate colleges, each in competition with the other, and each requiring a full tutorial staff. As regards aided colleges, their maintenance is desirable as inducing a wholesome rivalry and competition with Government colleges, and the average cost to Government of each student in an aided college affords a fair test of the aid which should be given to Government institutions of the same class; but Government will avoid maintaining Government colleges in direct competition with Government colleges, or aided colleges with aided colleges.

19. *High Schools.*—The Governor General in Council is of opinion that schools should be more carefully graded into distinct classes; probably these should comprise (with perhaps one or more sub-divisions)—(1) primary, (2) secondary (both vernacular and Anglo-vernacular),

cular), (3) zillah or district, and (4) high schools. Fuller determination of the exact divisions, which should be adopted, will await reconsideration on proper reports which the various local Governments and Administrations should submit without loss of time. Meanwhile, it may be said the last class of schools should comprise those pupils only who have been qualified in lower class schools to receive education up to the University Matriculation Standard. At present the Governor General in Council believes, indeed it is evident from the statistics given in the reports, that in all provinces high schools are not exclusively devoted to this class of boys, but have generally been first established, and, therefore, contain a large majority of boys who are only receiving elementary or secondary education, whereas it is obvious that this kind of education could be given at a much cheaper rate in schools of a lower class. A reduction, therefore, in the number of high schools would give funds for the provision of a larger supply of secondary schools without interfering with the proper object for which high schools must be maintained. A proper classification of all schools is essential both to economy and in the interests of education. The elementary schools should be strictly confined to primary and, of course, vernacular education. Secondary schools, whether vernacular or Anglo-vernacular, should only admit pupils who have acquired the rudiments of education either in the lower schools or elsewhere, while the higher schools will only admit those who have acquired a fair vernacular education and the rudiments of English education, and the highest those only who are fitted for direct preparation for the university. Each grade of school should have its grade of fees and of masters and of masters' salaries, and the fees should increase in proportion to the kind of education imparted. When this is done, and when the same kind of independent test is applied to the lower schools as is applied by the university to the higher schools, and when the results of such a test are shown under uniform standards of examination, then the Educational Departments will be so far on a satisfactory basis, and the Government will be able every year to ascertain precisely their progress and development.

20. *Scholarships.*—It is evident from the annual reports that a good deal of misapprehension exists on the subject of scholarships. In some provinces they are considered not as prizes to be contested, but as subsistence allowances to induce any students, irrespective of their intelligence or their ability to pay, to continue a course of higher education when their own wish is to give up their educational studies. This view is entirely erroneous. Connected with this subject is another point that requires the attention of local Governments and Administrations, the question of free admissions. In all provinces gratuitous education is far too common, but how far it is impossible to ascertain from the annual reports. In one province, for some unintelligible reason, the sons of all officials in the Department of Public Instruction are at once free in respect of fees. The Governor General in Council is of opinion that there should be no free admissions to any school except the lowest. Even in the lowest schools a nominal fee is found of great value in ensuring regularity of attendance, and to meet small miscellaneous expenditure; but in the higher schools a reasonable fee should be strictly exacted from all alike without regard to the income of the parents. At present the abuse of gratuitous admissions is probably stimulated by the commendation generally bestowed upon a reported increase of the annual attendance. The heads of the higher institutions are naturally glad to see their rolls of attendance as large as possible, and each scholar of course diminishes so much from the apparent average cost of tuition.

21. The Governor General in Council is of opinion that no master or principal of any high school or college should grant free admissions to the institution under his own control. Free admissions lower the character of a school and artificially cheapen the proper price of education; they are extremely liable to abuse, and they certainly render the returns untrustworthy. The only legitimate kind of free admissions is that contemplated in the Educational Despatch of 1854; scholarships won by merit in the lower school to be enjoyed in the higher, thus supplying a link in the grades of schools whereby real ability and continuous industry may enjoy gratuitously the best education that the country can afford. At present, in all provinces the rules about scholarships in schools, as in colleges, are extremely vague and indefinite, and this will always be so until schools are properly graded. As in the case of colleges, so in the higher schools; what is wanted is a fixed proportion of scholarships to pupils, say one scholarship for every 10 pupils of *bonâ fide* attendance, the scholarships to be of a fixed term, obtainable by competition in the lower institutions, and sufficient to enable the pupil to complete the curriculum in the higher; but no head master or principal should award a scholarship to be enjoyed in his own school.

22. The amount of the scholarships will of course vary with the localities in which they are to be enjoyed, but no stipend should exceed the cost of the decent maintenance of the student, or be more than he could reasonably expect to gain on entering the public service or any of the active professions of life.

23. *Special Colleges.*—The Governor General in Council has already declared his wish that these colleges, notwithstanding their very high cost, should not be interfered with. The Government is most anxious to encourage the demand for special education, and as the demand increases, the charges may be expected to decrease. In one point, however, an exception may be made, and this is in the matter of normal schools. Good normal schools are the first necessity of any popular system of education. They should be graded according to the grade of schools they are intended to supply with masters, and should comprise selected pupils who have an aptness for teaching, and who undertake to devote themselves to the profession of schoolmaster. They should not, as in some provinces,

contain

contain pupils who have not been fairly grounded on the subjects which they are afterwards intended to teach, or as in other provinces, they should not be converted into high schools competing for university distinctions, but they must be kept strictly subordinate to the specific object in view, which is the training of masters, the proper test for whom is not of what they know but of their ability to teach. Normal schools should be central, if practicable, in the divisions which they are designed to supply with masters, but they should not be maintained where there is not a sufficient number of pupils to employ the full energies of the tutorial staff. The amalgamation of small normal schools into central institutions will, it is believed, effect a considerable economy in some provinces.

24. *Grants-in-Aid.*—The Governor General in Council has already referred to the necessity of the utmost economy being observed in administering Imperial funds under the system of grants-in-aid. The Governor General in Council regrets to find that in some instances they are administered with unnecessary profusion in sustaining competition with other schools also supported by the Government, and that while vernacular education is on the decline, a superficial English education is taking its place. There can be no doubt that in the matter of grants-of-aid, especially to English and higher education, a considerable economy may be effected, not only without injury but with positive advantage to the cause of education.

25. *Miscellaneous Charges.*—In all provinces, sums large in proportion to the Imperial grant are allowed for contingencies. A reduction in such charges can, it is believed, be effected with a little scrutiny by local Governments and Administrations. In operations on a really vast scale a rigid economy even in the smallest details, which in limited operations might be thought overstrained, becomes an imperious necessity. The Governor General in Council will not now specify the items in which the expenditure under this heading seems excessive, but he will merely instance the charges for printing and stationery. Independent of the current work of the department the annual reports of some provinces are bulky and inconvenient to a degree; not only do they give the Inspectors' reports in full (instead of embodying them in the Director's report), but they contain figured statements which no reviewing authority could possibly peruse. It is true that some of these statements were originally ordered by the Government of India, but they are now cumbersome and out of date, and local Governments and Administrations are permitted, pending a general revision of the forms, to exercise their discretion as to those which should be retained, always remembering that the Director's report shall give a clear, succinct, and comprehensive statement of facts, appendices being only added when absolutely necessary, and in illustration, not in substitution, for the Director's own statement in the body of the report.

26. In directing, however, an economy of Government outlay under the heads discussed in the eight preceding paragraphs, the Governor General has no desire to impose any limit on the expenditure on higher education; on the contrary he would express a confident hope that the reductions now made will not in every case represent a reduction in the actual expenditure, and that local efforts will often meet, or more than meet, the retrenchments to be made in the Government Grant; but whether the funds are provided from Government or private sources, his Excellency in Council is convinced that their expenditure should be guided by the general principles which are indicated in this Resolution, and which he believes to be equally essential to proper economy and to the true progress of education.

27. Lastly, the Governor General in Council desires to draw the attention of local Governments and Administrations to the extremely important subject of educational agency, upon which no little misapprehension prevails.

28. Prior to 1854 the superintendence and direction of education, which had mainly been confined to the higher classes, were exercised in the three Presidencies of Bengal, Madras, and Bombay, by Boards and Councils of Education, composed of Native and European gentlemen, who devoted themselves without remuneration to this duty. But in 1854 it was determined to extend education to the general body of the people, and for this purpose the machinery of a special department in each Presidency, and afterwards in each province, was established. This machinery was to consist of a Director, who was to be selected, in the first instance, from the Civil Service, partly to show the importance attached to the office, and partly because an officer so chosen would best be able, it was thought, "from his character, position, and requirements, both to carry out the object in view and to command the confidence of the natives."* To assist each Director an adequate number of Inspectors were to be chosen whose duties and emoluments would vary with the general character of the institutions they would be required to inspect, but for whom "high character and fitting judgment for the employment" were to be essential qualifications.† In 1859 the Secretary of State reviewed the educational machinery that had been appointed under the orders of 1854, and requested that in each province the cost of the controlling agency might be kept in careful proportion to the cost of direct measures of instruction.‡ And with the view of reducing the cost of control it was decided, "after§ full consideration," that as a "general rule all appointments in the Educational Department should be filled by persons unconnected with the civil and military services." Still further to reduce the cost of control, the extensive employment of natives was pointed to,‖ and it was ordered to be made generally known,

* Para. 21 of Despatch of 1854.

† Para. 18 of Despatch of 1854.

‡ Para. 40 of Despatch of 1859.

§ Para. 41 of Despatch of 1859.

‖ Para. 44 of Despatch of 1869.

known, that in the nominations to the higher offices of the department a preference would be shown to those who had entered it in the lower grades. For all* classes of schools it was hoped that trained native agency might exclusively be used, not only on the score of economy, but also to give encouragement to that class which our educational measures were calculated largely to produce.

* Para. 44 of Despatch of 1869.

29. Such then was the object for which Educational Departments were established 15 years ago, and the Governor General in Council desires to record his appreciation of the ability and devotion which many educational officers have shown in the cause, and of the marked success which has attended their efforts. But from this very success it is clear that although a very large European element in them was necessary at first, the same necessity can no longer exist. Every year has added to the supply of natives available for a course of duty for which many of them are naturally, and by good training, singularly, well fitted; and to encourage native talent in the higher educational posts is not only a natural result of our educational system, but a duty of Government which his Excellency in Council believes will be attended with great social and political advantages. In some provinces it is supposed that a supply of natives has now been trained fully competent to perform those duties which have hitherto been entrusted to the far more expensive agency recruited from English Universities. The Governor General in Council desires that a re-adjustment may be made of the proportion of the European to the Native element in the higher branches of the service, and of the cost of the controlling agency to that of direct measures of instruction.

30. The Governor General in Council is fully aware that no general scheme of education can be applicable in all its details to the several provinces of India, differing so widely as they do in many important particulars. He will gladly receive the suggestions and advice of local Governments and Administrations on this most important and interesting subject; but he commends to general and favourable consideration the views contained in this Resolution, as the basis of a system of national education at once practicable and sound, and calculated to diffuse, far more widely than hitherto, those facilities for the acquirement of knowledge, which it has ever been the policy of the Government of India to create, foster, and encourage.

(True Extract.)

Under Secretary to the Government of India.

(Educational, No. 17.)

To His Excellency the Right Honourable the Governor General of India in Council.

India Office,
London, 14 December 1869.

My Lord,

Para. 1. I HAVE had under my consideration in Council the Despatch of your Excellency's Government, No. 14, of the 18th October, submitting a draft Resolution on the subject of a reduction of expenditure on education.

2. You desire to obtain my concurrence in its purport, and you request that this concurrence may, if possible, be intimated by telegraph. You add that detailed instructions to the various Governments and Administrations for carrying into effect the objects of the Resolution will be carefully prepared, and that these will be ready for issue with the Resolution itself.

3. I gather, therefore, from the terms of the Despatch now under acknowledgment, that any intimation from me of my concurrence in the purport of the Resolution would be immediately followed by the issue of definite orders and instructions for carrying its objects into effect.

4. I must point out to your Excellency the extreme inconvenience, and even danger, of attempting to conduct the administration of affairs, in questions of such large import, by means of telegraphic communication. The system under which the Government of India has proceeded in the matter of public education has been the subject of frequent and anxious consideration both in India and at home. Any change in that system, even though it should be one in the nature of averting alleged departures from its first intention, ought to be considered with equal care.

5. All

5 All the inconveniences, which must ever attend communication on such questions by telegram, are aggravated in this particular case by the nature of the document on which I am called upon to decide.

6. The Resolution itself, which you forward, is conceived in such general terms, and is so indefinite in the conclusions to which it points, that it is impossible to form any adequate judgment of the measures which may be formed upon it. Everything will depend on the nature of the detailed instructions, which you inform me are in course of preparation, and, until I have seen these, I feel that it would be altogether unsafe for me to intimate my concurrence even in the general purport of the Resolution. I do not know that I dissent, indeed, from the general principles which appear to be laid down, so far as I understand them, and it will be my desire to support you in putting an end to needless and extravagant expenditure in this, as well as in every other, branch of the Administration. I think it is most probable that there has been in the Department of Education a tendency to growth of expenditure not justified by a strict adherence to the original intention of the system. But I desire to know the detailed measures which you contemplate, and as, in the concluding paragraph of the Resolution, you seem to invite the suggestions and advice of the local Governments and Administrations, I must reserve the intimation of my decision until I shall have had time to consider the instructions which you are preparing, and the opinions which you have invited.

I have, &c.
(signed) *Argyll.*

Home Department.—Education.—No: 3, of 1870.

To His Grace the Right Honourable the Duke of *Argyll*, K. T., Her Majesty's Secretary of State for India.

My Lord Duke, Fort William, 8 February 1870.

WE have the honour to acknowledge the receipt of your Despatch, No. 17, dated the 14th December 1869, in which you request, before giving your assent to the draft Resolution enclosed in our letter of the 18th October 1869, No. 14, to be informed of the detailed measures of reduction which we propose to carry out in educational expenditure.

2. We desire in the first place to explain to your Grace that simple reduction of expenditure was not the sole scope of our draft Resolution. Its objects were twofold; the primary object being to describe a policy long since enjoined by Her Majesty's Government; the secondary object being the proposal to reduce expenditure not compatible with such policy. On the first point, the declaration is distinct and final, namely, that higher education must henceforth be placed on a more self-supporting footing, and that the efforts of the Government should be directed principally to the education of the masses who can ill-afford to help themselves. On the second point, the proposed reduction of expenditure not compatible with such policy, we did not intend to effect any sudden or arbitrary retrenchments, but to consult the local Governments and Administrations. Your Despatch under acknowledgment has deferred the introduction of both these measures.

3. Our object in preparing a Resolution which embraced both those points was to show that reductions in educational expenditure could well be carried out, not only because of the urgent financial pressure, but in pursuance of the educational policy prescribed in the Despatches of the Home Government, although hitherto only partially carried out; hence the quotations in the Resolution* from the Educational Despatches of 1854, 1859, and 1863. And it is certain that orders based on a definite and approved policy of general application would carry far more weight than orders that would be understood to be based on a simple desire to effect economy. The union of the two objects in one Resolution was, therefore, in our opinion, at such a time peculiarly expedient.

* See paras. 5 to 8.

4. It would be convenient perhaps to recapitulate here the orders of the Home Government to which reference has been made above.

5. In the Despatch of the 19th July 1854 (No. 49), the Court of Directors declared (paragraph 39) that up to that date the efforts of the Government had been too exclusively directed—

> "Towards providing the means of acquiring a very high degree of education for a small number of natives of India drawn for the most part from what we should here call the higher classes."

6. Again, in paragraphs 40 to 42 the Court declared that after the establishment of Universities—

> "We shall have done as much as a Government can do to place the benefits of education plainly and practically before the higher classes in India. Our attention should now be directed to a consideration, if possible, still more important, and one which has been hitherto, we are bound to admit, too much neglected, namely, how useful and practical knowledge, suited to every station in life, may be best conveyed to the great mass of the people, who are utterly incapable of obtaining any education worthy of the name by their own unaided efforts. * * * Schools, whose object should be not to train highly a few youths, but to provide more opportunities than now exist for the acquisition of such an improved education as will make those who possess it more useful members of society in every condition of life, should exist in every district in India."

7. And, further on, in the same Despatch the Court observed (paragraph 97)—

> "The higher classes will now be gradually called upon to depend more upon themselves."

8. The same policy was maintained in Lord Stanley's Despatch of the 7th April 1859 (No. 4), in which he observed (paragraph 55) that—

> "Those individuals or classes who require more than a simple elementary education may, as a general rule, be left to exert themselves to procure it with or without the assistance of Government."

9. Again, in 1863,* the Secretary of State showed that no change had taken place in the views of the Home Government. He observed—

> "It was one great object proposed in the Despatch of the 19th July 1854 to provide for the extension to the general population of those means of obtaining an education suitable to their station in life, which had theretofore been too exclusively confined to the higher classes, and it is abundantly clear from Lord Stanley's Despatch of 7th April 1859, that Her Majesty's Government entertained at that time the same sentiments which had been expressed by the Home authorities in 1854. * * * I think it necessary to declare that Her Majesty's Government have no intention of sanctioning a departure from the principles already deliberately laid down."

* Despatch No. 12, dated 24th Dec. 1863, paras. 10 and 11.

10. Once more, in 1864,† the Secretary of State drew attention to the general principles by which the expenditure of the State upon education is governed:—

> "Those principles" (he observed) "are that, as far as possible, the resources of the State should be so applied as to assist those who cannot be expected to help themselves, and that the richer classes of the people should gradually be induced to provide for their own education."

†Despatch No. 13, dated 25th April 1864, para. 6.

11. Notwithstanding these clear and repeated directions, the bulk of Imperial expenditure is in most provinces still devoted to the higher classes, and in no province are the means of education for the masses to any adequate extent provided. The draft Resolution was not therefore intended to introduce any new policy, but as we have already observed, to insist on the observance of a policy which had been frequently enunciated by the Home Government, though it has been neglected, and is in some provinces growing more and more inoperative every day. But before circulating such a document to the local Governments and Administrations, we were desirous of ascertaining that there had been no alteration of the main views of the Home Government in this respect, and it was with this object that we addressed your Grace. The preparation and issue of the detailed instructions which we intended to frame in accordance with the Resolution, and with the repeatedly expressed opinions of the Home Government, appear to us to be the special duty of this Government, and we could not have supposed that in such a case the previous approval of the Secretary of State to detailed instructions would have been desired. It has never been the practice to apply for such previous assent. The adoption of such a course would, in our opinion, injuriously cramp the action of the Government of India, relieve it of a responsibility which naturally devolves upon it, and would occasion, in most of its

its departments, serious and very dangerous delay in the transaction of public business.

12. We heartily join with your Grace in deprecating the use of the telegraph in ordinary matters of administration. In the present instance we were anxious to obtain, as soon as possible, an expression of the opinion of your Grace on a subject, on which not only was the Home Government in full possession of all the information which exists, but our draft Resolution was particularly explicit. And we desired that the saving which might have been effected, with the concurrence of local Governments and Administrations, should proportionately relieve the Budget of the ensuing year.

13. The practical observance of the policy declared in the draft Resolution is daily becoming more necessary. In less than 10 years our annual educational expenditure has increased from 341,111 *l.* to 912,200 *l.*, and our financial Members of Council have successively warned us of the embarrassment into which the constantly increasing demands of education are leading us. There are obviously no limits to the demands in India on account of higher education; whereas to establish a sound system of primary popular education is a large but definite aim, an aim which we believe it to be our first duty to pursue. But in order to pursue it effectively we must first reduce all our redundant expenditure; we must cease to support Government colleges in competition with each other, and in advance of actual requirements; we must reduce the teaching staff in those high schools where the mass of the pupils are not qualified for high school education; we must make scholarships an object of real competition, and not bestow them generally as mere subsistence allowances; and we must enforce a far more strict supervision over the administration of grants-in-aid, in which it is admitted that there is at present a considerable waste of public money. But as we have explained in our Resolution we do not, in directing economy in these items, wish to see a restriction upon the aggregate expenditure on higher education. On the contrary, we trust that we may elicit such efforts of self-reliance and local co-operation as may meet, and even more than meet, the retrenchments that may be made in the Government grants. While then we propose to effect reductions in our educational expenditure, we would remind your Grace of our declared intention to use all due caution in the introduction of the necessary reforms so as to avoid any sudden check to the progress of education. Your Grace is aware that large discretion has hitherto been allowed, and we think very properly, to local Governments, especially those of Bengal, Madras, and Bombay, where Universities have been established, as to the mode of carrying out the details of their several systems in adapting them to local requirements. It is not our intention to interfere too suddenly with the action of the local Governments in this respect. Time must be given for the introduction of reform in existing systems; but the principles of the State educational policy, as set forth in the draft Resolution, should be steadily kept in view, and future expenditure of public money regulated accordingly.

14. We proceed to sketch briefly, in illustration of the remarks made in the preceding paragraph, the direction in which probable reductions may be effected in the educational expenditure of the Lower Provinces of Bengal.

15. In the Lower Provinces of Bengal the total number of children of both sexes and of school-going age must be at least 6,250,000; while the number of those of all ages who are in any way affected by the existing Educational Department is only 145,142.* The total Imperial grant exceeds 16½ lakhs of rupees, from which source we find the present expenditure in Government colleges to be no less than 1,76,957 rupees upon 723 students, so that the net cost to Government is 247 rupees for every student. But when so much remains to be done for the general population, there can be no reason why the Government should pay 247 rupees a year for every student's education in a Government college, when there are six aided colleges at which the average annual charge to the State for precisely the same education, as tested by the University returns, is only 63 rupees. These figures are clearly decisive that the fees in Government colleges should be largely increased, as otherwise the Government is paying

247

* These and the subsequent figures are taken from the Bengal Educational Report, 1867–68.

247 rupees for the same result that an aided college produces for 63 rupees. It would be far more economical, and far more conducive to the advancement of education, if the State were to pay the entire cost of the education of a certain small proportion of selected students, than for the State to pay 247 rupees out of every 346 rupees, the aggregate annual cost of *every* student's education, irrespective of merit and ability to pay. High education in Bengal has its well known market value, and there is nothing in the Despatch of 1854 to warrant the gratuitous gift of so much high education. Nothing can be plainer than the views of the Home Government as to the classes whom the Government ought to assist, and the classes who ought to be left to assist themselves; yet the means of primary education have yet to be provided for the general population, and to effect this object the present large and unnecessary expenditure on high education for the few who well know its money value, and are more or less able to pay for it themselves must first be reduced. The endowments and fees of the colleges amount together to 83,943 rupees, and it is proposed in future to limit the Imperial grant to that sum, which is an ample grant to a class of education that in Lower Bengal should be self-supporting. This will reduce the cost to Government of each student to 117 rupees. The cost to Government per pupil in an aided college being, as we stated above, 63 rupees a year for precisely the same education, the proposed grant is clearly, therefore, susceptible of further reduction.

16. Again, the total expenditure in Government schools of the highest class is 4,20,504 rupees. The schools are intended to give a high education, and to prepare pupils for the University entrance examination. But the value of such an education is well known, and there is now no longer any necessity for so large a portion of the cost of it being defrayed by the Government. In these schools every pupil costs the State 24 rupees a year; whereas in an aided high school every pupil costs only *Rs.* 5. 13. a year, and it should be noted that not only did the aided high schools send up more candidates for matriculation than Government high schools, but unaided private schools that cost the State nothing succeeded in matriculating 115 boys; whereas the Government high schools that cost the State 2,12,397 rupees matriculated only 302 boys, at an average cost to the State of 703 rupees. Again, although the bulk of the expenditure in these schools is incurred on account of that portion of the teaching staff, which is required to give the teaching necessary for the University entrance test, the bulk of the pupils are not prepared for this teaching, and by the amalgamation of such schools funds will be freed from the establishment of lower schools more suited to the requirements of the general community. It is proposed to reduce the Imperial grant to these schools to a sum equal to one-fourth of the total cost.

17. Similarly reduction will be effected in the Imperial grants made to higher aided schools to one-fourth of the present amount. The local Government, in a recent review which will be found in the Bengal volume of Educational Proceedings for May 1868, has admitted the profusion and unnecessary extravagance with which these grants are now administered.

18. In scholarships, too, there is at present a great abuse of expenditure. In 1868 no less than 160 junior scholarships of 18, 14, and 10 rupees per mensem were distributed among 658 candidates. We propose that a scholarship should be obtained only after real competition, for which one scholarship in 10 undergraduates would be ample.

19. Similarly, instead of the 40 senior scholarships of 32, 25, and 20 rupees per mensem which in 1868 were distributed among 164 candidates, it is proposed to allow 16 scholarships of 25 rupees, in the same proportion of one scholarship for every 10 competitors.

20. Again, we are fully aware of the great importance which must be attached in every educational system to suitable normal schools; but we see no object in maintaining them at a great expense, on a small scale, at the same places and in competition with each other. As the demand for schools increases every division will require its normal school, but meanwhile we may well abolish all normal schools where there are not 30 pupils, or where the normal schools, which will be retained, will be sufficient for the object in view. It is therefore proposed to

reduce

reduce the number of six higher class normal schools to four, and of 21 lower class normal schools to 13. This will leave one normal school for each division, which in our opinion is sufficient for its wants.

21. It is probable that under the rule of payment by results, the grant for vernacular middle schools (82,137 rupees) might be largely reduced. The grant (88,646 rupees) to vernacular lower schools also is a proper charge on local funds, and, as your Grace is aware, we are endeavouring to establish in Bengal a cess of the same nature and intended for the same purpose as the cesses which are in operation in other parts of India. The orders we have issued on this subject received the approval of the Home Government in Despatch No. 22, of the 28th October 1868.

22. Lastly, we are convinced that there is a good deal of unnecessary extravagance in miscellaneous charges, as we have indicated in general terms in the 15th paragraph of the draft Resolution. We shall call upon local Governments and Administrations to exercise a rigid supervision over such charges, and we have no doubt that a considerable saving will be effected, without any loss of efficiency, in the several departments.

23. We do not think it necessary to prolong this Despatch by describing in detail how far these measures of retrenchment are applicable to the other local Governments, but a careful examination of the subject has convinced us that they are more or less applicable, and that a very considerable saving may be effected thereby. At the same time we would repeat our assurance that nothing will be done hastily or arbitrarily and without the co-operation and support of the local Government concerned.

24. We may further explain that our proposed retrenchments will not affect the Central Provinces or British Burmah. In Burmah the Educational Department is hardly of three years' standing, and there is no room for reduction. In the Central Provinces reductions are not necessary, because there the Educational Department has more closely pursued the policy of the Home Government in respect to education for the masses, and has, in pursuance of this policy, succeeded in obtaining far more liberal co-operation of the local community than elsewhere.

25. With these remarks, we again solicit your Grace's assent to the draft Resolution submitted in our Despatch of the 18th October 1869, No. 14.

We have, &c.

(signed) *Mayo.*
W. R. Mansfield.
G. N. Taylor.
H. M. Durand.
J. Strachey.
R. Temple.
J. F. Stephen.

(Educational, No. 6.)

To His Excellency the Right Honourable the Governor General of India in Council.

India Office, London,
26 May 1870.

My Lord,

Para. 1. THE Despatch of your Excellency in Council, dated 8th February, No. 3 of 1870, on the subject of education and educational expenditure, has been considered by me in Council.

2. Your Lordship in Council observes that simple reduction of expenditure was not the sole scope of your draft Resolution. On this point I have only to observe, that in the first paragraph of the covering Despatch you described the draft Resolution as one "on the subject of educational expenditure which you

proposed" to issue in furtherance of the determination to reduce our general expenditure announced in the Financial Despatch of the 20th September 1869. I may add that I consider this object of the greatest importance, and such as to furnish a sufficient justification of any measure which does not involve any abandonment of the duty undertaken by the Government in the matter of education.

3. Before entering on a consideration of the present Despatch and of the previous Resolution of your Excellency in Council, I desire to explain, with reference to the 11th paragraph of the former document, that it was not my intention to limit unduly the discretion of your Excellency's Government in the application of such general principles as may have received, or may yet receive, the sanction of the Secretary of State in Council. But I must remind you that, on the subject of education, not only the general principles to be followed, but the outline at least of the measures by which those principles are to be carried into effect, have been the subject of direct instruction from England. In the third paragraph of the Despatch of the 7th April, No. 4 of 1859, there is an examination of the "means prescribed" in the previous Despatch of 1854 "for the accomplishment of the general objects," which had been set forth as the objects to be kept in view by the Government of India. These means were defined with considerable minuteness, and included much detailed reference to the very arrangements in which you now propose to make important modifications. It was because the draft Resolution which accompanied your Despatch of the 18th October, No. 14 of 1869, did not seem to me to indicate with sufficient clearness the nature and extent of those modifications, that I hesitated to give it my sanction without some further explanations. Considering the great importance of the subject, and the degree in which every step has been made matter of inquiry or instruction from my predecessors in Council, I am still of opinion that I could not properly decide on according my sanction to your draft Resolution until the necessary explanations had been afforded.

4. I can at once, however, with reference to the Despatch under immediate reply, assure your Excellency in Council that there has been no alteration of the main views of the Home Government, as quoted from previous Despatches in paragraphs 5 to 10 of your recent Despatch.

5. In the brief remarks which I shall offer on your Despatch, I would be understood as approving generally of the main principle which runs through it, namely, that the Government expenditure should, as far as possible, be reduced with reference to the education of those who are well able to pay for themselves, and should be mainly directed to the provision of an elementary education for the masses of the people.

6. But though the policy indicated in this general statement is a sound one, it is obvious that its judicious application to our educational system in India will require a very careful regard to the circumstances, disposition, and degree of civilisation of the people.

7. Now the difficulty under which I have laboured in dealing with the present Despatch, as well as with the previous draft Resolution, is that I have been furnished with no specific details of the evils to be dealt with, and have not had the benefit of the opinions of those who are practically engaged in education, so as to learn what, in their view, will probably be the result of these general proposals of the Government. I have therefore been apprehensive, when asked to give my concurrence to general and seemingly indisputable propositions, that I shall be sanctioning some innovations which may tend to arrest the present successful course of education. I will, for example, mention one point, on which I should desire precise information.

8. The scheme of your Excellency's Government is based, as I have stated, on the limitation of expenditure upon the education of those who are well able to pay for themselves, and on the policy of bestowing increased attention upon the elementary education of the masses. But I have always understood that those amongst whom our English system has struck the deepest root, though generally of the literary and higher castes, can by no means be described as belonging to the wealthier classes of society. An explicit statement of this fact is to be found in the last Report of the Director of Public Instruction in Bengal. He states,

"But

"But a few of our best students are in easy circumstances, and most of them have some difficulty in providing for the necessary expenditure of a college career." Again, I observe from a correspondence printed in the Calcutta Government Gazette of the 26th January last, that the Government of Bengal questions, apparently with success, the statement that the bulk of departmental expenditure of Bengal is for high English education, and the Director of Public Instruction gives his decided opinion that any sweeping measure such as is now suggested will not lead to financial success.

9. A general review of the progress of education in India during the last 30 or 40 years seems to point out that we have completely succeeded in impressing on the most intelligent classes, at first distrustful, apathetic, or indifferent, that we have great and disinterested objects in view in promoting their own interests, and have induced them to co-operate with us, so as to make annually greater and greater pecuniary contributions in behalf of their own improvement. Nothing can be more satisfactory than this result, and if once we can instil into the real upper classes of India the conviction now entertained, but not entertained till very lately, by every enlightened man in England, that one of the main duties of society is to provide for the sound primary instruction of the humbler classes, we shall lay the real foundation for that general system of education which it is the desire of your Excellency's Government to establish.

10. Proceeding now to the substance of the Despatch and of the previous Resolution of your Excellency in Council, it would seem that the reforms which your Lordship in Council contemplates may be ranged under the following heads:—

I. Colleges.
II. High Schools.
III. Scholarships.
IV. Grants-in-Aid.
V. Miscellaneous Charges.

With "Special Colleges" your Excellency in Council does not propose to interfere, and of this course I entirely approve.

11. First, with respect to colleges, I fully concur with your Excellency in Council in considering it inexpedient that Government Colleges should be maintained in actual competition with each other, but in the previous Resolution of your Government (para. 18) allusion is made to the competition of colleges in the same province. Now, province is a term to which no definite meaning has been attached in India, and I am fearful, therefore, in expressing my concurrence with your views, that I may, by implication, be according my sanction to the suppression of a college which is really in co-operation, rather than in competition, with another institution. The test should be that two colleges should not be maintained, when the students now distributed between the two could without difficulty be educated in one, and when that one is easily accessible to all seeking instruction. **Colleges.**

12. Your Excellency in Council proposes to reduce the expenditure on colleges in Bengal to less than one-half of the present amount, to reduce it to an equality with the sum total of the endowments and fees of the colleges. I regard this as a proper object for attainment, but it is one to which the approach should be made with caution. To reduce the Government expenditure on colleges, "*uno ictu*," to less than one-half, would tend, I fear, entirely to paralyse the action of high education in Bengal, and I cannot feel sanguine that the confident hope expressed in the 26th paragraph of your Resolution, that private liberality will meet, or more than meet, the retrenchment made in the Government grant, will be fulfilled at an early date. On the contrary, I am apprehensive that a larger and sudden reduction in the Government grant will tend to the diminution, rather than the augmentation, of private liberality.

13. I fully concur in the opinion of your Excellency in Council, that none should be admitted to high schools who are not qualified to benefit by the instruction given in them. Those schools should be established strictly to impart high education, and to prepare students for the Universities. The number of students on the rolls should not be increased by those who ought to find their education in schools of a lower grade. By confining high schools to their **High Schools.**

proper functions, I do not doubt that the number may be reduced, and that a considerable saving in expenditure may be thus effected.

Scholarships.

14. I will not withhold my sanction from the arrangements which your Excellency in Council proposes to introduce with respect to scholarships, but I am somewhat doubtful as to the propriety of exactly proportioning the number of scholarships to the number of candidates. I think that the more just plan would be to insist that no student obtain a scholarship who cannot pass an examination of a certain high standard, whatever may be the number of competitors. Under the plan proposed in the Resolution of your Excellency in Council, 10 scholarships might be awarded in 1871 among one hundred (100) candidates, and only six in 1872 among sixty (60) candidates, while the 7th, 8th, 9th, and 10th men in 1872 might be superior to several of the elected men in 1871. The award of a scholarship might thus depend on other circumstances than the merit of a candidate, and those circumstances might be such that the candidate could exercise no control over them.

Grants-in-aid.

15. I entirely concur with the views stated by your Excellency in Council on this branch of the subject. I am apprehensive that a pressure may, in some instances, have been applied to a community, stimulated not so much by the actual requirements of the locality, as by a desire to obtain a grant-in-aid under the hope that what has once been given will never be recalled.

Miscellaneous expenditure.

16. I also concur with your Excellency in Council in considering that miscellaneous expenditure in the Educational Department may be easily and properly reduced, if a careful scrutiny be instituted.

17. I shall rely on the assurance of your Lordship in Council that no changes should be introduced without careful consultation with the various local Governments and Administrations.

18. With these remarks, I shall leave the subject to the administration of your Excellency in Council, and I shall be prepared to give your Lordship's Government my best support in the attainment of the twofold object of maintaining education in India on a sound basis of principle, and of introducing a well-considered economy into the operation of a most important department.

I have, &c.
(signed) *Argyll.*

PAPERS RELATING TO THE LEVY OF A ROAD AND EDUCATIONAL CESS IN BENGAL.

(Home Department.—Education.—No. 17 of 1869.)

To His Grace the Right Honourable the Duke of *Argyll*, K.T., Her Majesty's Secretary of State for India.

My Lord Duke, Fort William, 31 December 1869.

WITH our Despatches noted on the margin,* we transmitted to Her Majesty's Government a copy of correspondence with the Government of Bengal on the subject of providing from local sources the means of extending elementary education among the masses of Bengal, and of constructing and maintaining roads and other works of public utility. We were assured by the Lieutenant Governor † that his Honor would apply himself to the consideration of the measures necessary for the imposition of the proposed local taxation, and the correspondence terminated with the expression of our hope ‡ that no delay would be allowed to take place in the adoption of the requisite legislative proceedings in the Council of the Lieutenant Governor.

* Education, to Secretary of State—No. 7, dated 2nd June 1868. No. 8, dated 9th June 1868.

2. Sir Stafford Northcote, in his Despatch of the 28th October 1868, No. 22, expressed his full approval of the proceedings of the Government of India, as reported in the Despatches above mentioned, and added that he would await with interest our further communications on the subject.

3. We now transmit for your Grace's information a copy of further correspondence § with the Government of Bengal.

4. In our original letter to the Government of Bengal, No. 237, dated the 25th April 1868, we declared that we declined to discuss any further the question of the necessity of providing elementary instruction for the masses of Bengal, or whether the charge ought or ought not to fall upon the Imperial revenues, and we stated that while we would always be ready to view in the most liberal spirit all questions that might arise, and to afford every help that the Government could reasonably be expected to give, we would "decline in future to listen to any proposition the effect of which would be to throw upon the State the main burden of the cost of educating the people of Bengal." We believed, on receipt of the letter No. 1520, dated 13th May 1868, that the Lieutenant Governor had fully accepted the policy thus laid down by the Government of India, but we have now learned with extreme regret that this belief was incorrect.

5. The letter of the Government of Bengal of the 30th April last, in which the whole question of the policy of imposing a local cess on lands is discussed, and the objections of the Lieutenant Governor to such a cess stated, must be read with its enclosures. The conclusion arrived at by his Honor (paragraph 33) is "that a separate tax for education in the permanently settled districts is very unadvisable." At the same time his Honor observes (paragraph 38) that he "is prepared to admit the necessity of a local tax upon land for the maintenance and construction of local roads."

6. It was deemed expedient to dispose of the latter question separately and at

† Letter from Officiating Secretary to Government of Bengal, No. 1520, dated 13th May 1868.
‡ Letter to Bengal, No. 311, dated 6th June 1868.
§ From Bengal, No. 1768A, dated 30th April 1869, and enclosures.
To Bengal, No. 536, dated 30th September 1869, and endorsements thereon to Public Works and Financial Departments, Nos. 537 and 538.

* Letter to Bengal, No. 536, dated 30th September 1869.

at once. We have accordingly requested* the Lieutenant Governor to take the necessary steps for imposing a local cess upon the land for the maintenance and construction of roads. We have been moved to adopt this course by the following considerations. We entirely maintain the determination expressed in our letter to the Government of Bengal of the 25th April 1868, No. 237, not to discuss the question of local taxation any further. Nothing, in our opinion, would be gained by replying in detail to the letter now received from the Bengal Government: the only result to be anticipated is further delay. Considering, moreover, that nothing can be done in this matter without legislation, the Government of India is placed in a difficult position. We cannot force the Bengal Council to legislate, and it would be hardly expedient to legislate on such a purely local matter in the Council of the Governor General, and in opposition to the views of the local administration. This last difficulty, however, will be greatly diminished, if not altogether removed, after the local Council has passed a measure imposing a cess on the land for the construction of roads. When this has been done, a mere addition to the rate of the cess will possibly give everything that is required for educational purposes.

7. We have informed the Lieutenant Governor that he will be again addressed in regard to the educational cess, but that we adhere in all respects to the views expressed in our letter of the 25th April 1868 on the subject. We have postponed making any further immediate communication with the view of first distinctly ascertaining the views of Her Majesty's Government.

8. In our Educational Despatch, No. 14, dated the 18th October last, we have very fully reviewed the general subject of the educational expenditure and the educational policy of the Government of India. Your Grace will learn from that Despatch that we contemplate considerable reductions in the former, especially in the matter of higher education; and that, for financial reasons, it is more than ever imperative that the cost of primary vernacular education should be defrayed from local resources. If this principle is to be thoroughly adopted, it is essential that no exception should be made in favour of any single province.

9. We feel compelled, moreover, to differ largely from the views expressed in the letter of the Government of Bengal of the 30th April 1869, as to the propriety and possibility of levying a tax for local purposes in the Province of Bengal.

10. The Lieutenant Governor's arguments as regards the unfairness of taxing the land for the education of that small per-centage of the non-agricultural community which is included in the rural population need not be discussed here. This point has not been found to involve any practical difficulties in provinces in which the cess is already imposed; and even if it were otherwise in Bengal, means might easily be devised of levying a small additional payment from the non-agricultural community who will benefit by the village schools.

11. In any case, the children of forty millions of the people of a great province, nine-tenths of whom are supposed to belong to the agricultural classes, require to be educated, roads have to be made, and, by sanitary measures, life has to be saved. The real question, therefore, is, are we justified in levying a cess and making it mainly chargeable on the landed property of the province?

12. The Lieutenant Governor argues (paragraphs 7 to 10) that, although the cess has been imposed voluntarily on the landowners of the permanently settled districts of Benares, yet it would be quite futile to attempt to levy the same tax as a voluntary measure in Bengal. We do not wish to deduce any argument from the cess levied in Benares. We are quite of opinion, however, that voluntary taxation cannot be relied on to support a sound system of popular education. This conclusion was arrived at in 1859, and has been confirmed by all subsequent experience, and notably in Madras, where the experiment of relying on voluntary efforts has had a full trial.

13. But while holding the opinion above mentioned, and while calling special attention to the ill effects of "compromising the dignity of Government by

by placing Government servants in the light of unfortunate and often unsuccessful applicants for pecuniary contributions for objects which the Government is confessedly very anxious to promote," the Lieutenant Governor (paragraph 37) nevertheless states that, if the compulsory cess be abandoned (as he urges), "he is fully prepared on his part to do all in his power to reduce the Imperial contributions by *calling upon private munificence to bear a continually increasing share of the expenses of higher education.*" We are unable to reconcile these apparently opposite conclusions.

14. The objections urged in paragraphs 10 to 19 of the letter are not to the principle of a cess on the landholders for the education of the agricultural population, but are based on the difficulties of detail in apportioning that cess fairly. No doubt there are great difficulties. Many persons deriving profits from land not inherited since the permanent settlement, have possibly paid the market price for the land under an impression that the permanent settlement rendered any further Imperial impost on the land impossible. To such persons the proposed cess may appear as an additional and special taxation, and the question is whether the terms of the permanent settlement really bar such taxation? We think that Article VII.* of the permanent settlement not only does not bar such taxation, but may fairly be interpreted to contemplate it, always having regard to the fact that such special and additional taxation be not for Imperial purposes, but for the benefit of the agricultural classes only.

15. But the answer to the general objections as to the right to impose a cess and the means of levying it is to be found at the close of the letter of 30th April, wherein it is said "that his Honor is prepared to admit the necessity of a local tax upon land for the maintenance and construction of local roads." This tax, it is clear, must be paid by the very persons whom it is considered unjust to tax for education, and on whom the apportionment of the rate of charge is, owing to the complexity of tenures and sub-tenures, thought to be such an insuperable difficulty.

16. We now proceed to notice the objections raised in paragraphs 20 to 25 of the letter. The Lieutenant Governor lays great stress on an argument, drawn from the works of Mr. Mill, (1) that the land revenue in India is not taxation at all, but is a portion of the rent reserved from the beginning by the State; (2) that the Government demand on the land can be increased in other parts of India, because there the State "has never waived the right of retaining to itself such portions as it may think proper of the increase of rent," and that on this account the so-called cesses in Northern and Western India are really not taxation proper at all, but only portions of the Imperial demand, which the Government might have taken entirely to itself, but which it has preferred to set aside for local purposes; (3) that as the Imperial demand in Bengal has been fixed and determined by law, any cess now imposed would differ from the cesses in Northern India, and be taxation proper on the land, whereas, according to Mr. Mill, the permanent settlement exactly places the Government of India, by express stipulation, in the very position which the Government of England is placed by mere desuetude of the exercise of its right, owing to the land tax in England not having varied since the beginning of the last century, that is to say, the land tax in England cannot (according to Mr. Mill) be raised, because the Government has not raised it for 150 years, still less in Bengal can it be raised, not only because it has not been raised for nearly 80 years, but also because the Government, nearly 80 years ago, specially agreed not to raise it; (4) finally, Mr. Wilson and Sir B. Peacock are quoted to show that the landowners in Bengal cannot be subjected to any special taxation, but only to "a general tax that applies to all others."

17. The

* *Article VII.*—To prevent any misconstruction of the foregoing Articles, the Governor General in Council thinks it necessary to make the following declarations to the zemindars, independent talookdars, and other actual proprietors of land:—

It being the duty of the ruling power to protect all classes of people, and more particularly those who from their situation are most helpless, the Governor General in Council will, whenever he may deem it proper, enact such regulations as he may think necessary for the protection and welfare of the independent talookdars, ryots, and other cultivators of the soil; and no zemindar, independent talookdar, or other actual proprietor of land, shall be entitled on this account to make any objection to the discharge of the fixed assessment which they have respectively agreed to pay.

17. The quotation from Mr. Mill appears to us to have no kind of application to the point at issue. His remarks, as the context shows, relate entirely to Imperial taxation for Imperial purposes; whereas the cess proposed to be raised in Bengal is purely a local cess for local purposes, and will not come into the Imperial Exchequer at all. Indeed, the main drift of the argument is that the land *should* bear some of the burdens of the increasing requirements of the progress of society, because the landlords "grow richer as it were in their sleep, without working, risking, or economising;" and this is exactly the view of the Government of India. Moreover, as noticed above, all these objections to the levy on the land of a cess for education apply equally to the levy of a cess for roads, and the Lieutenant Governor agrees to levy a cess for roads.

18. The first position taken up by the Lieutenant Governor it is unnecessary to discuss, for it is immaterial to his argument.

19. The gist of that argument is, that the cesses being in reality a mere portion of the land revenue, and the amount of that land revenue having been limited in Bengal, it is not competent to Government to impose them. On the other hand, it is argued that no limitation on the amount of land revenue has been elsewhere imposed, and that, therefore, their imposition elsewhere is justifiable. But the fallacy of this argument is twofold,—it is not accurate to say that Government has not temporarily or permanently waived its right anywhere out of Bengal to its share of the rent beyond certain limits, neither are the cesses really part of the land revenue.

20. For example, in the Circular regarding the Seharunpore Settlement issued by the late Lieutenant Governor of the North Western Provinces, Mr. Colvin, in 1854,* it was avowed that the Government share of the assets, taken as land revenue, would be limited to 50 per cent., and the settlements of the Central Provinces and of Oudh, as well as the settlements in progress in the North Western Provinces, have been confessedly conducted on the same basis, and yet, as may be seen from the Circular of 14th July 1866, explaining and modifying the former Circular, the entire amount of the cesses is taken from the landlord's share of the assets in excess of the Government share of 50 per cent.

* *See* Appendix XX., Directions to Settlement Officers.

21. And, in truth, the Government has been justified in following that course. For the second error in the Lieutenant Governor's argument is, that he assumes the identity of the cesses with the land revenue. Their true nature has, however, been already pointed out to the Government of Bengal in paragraphs 5 to 9 of our letter to that Government of the 28th October 1867, No. 5876. We annex an extract† of these paragraphs for ready reference. The letter itself will be found recorded as No. 39 of our Educational Proceedings of October 1867.

22. The Government has not waived its right in Bengal, or anywhere else, to impose local cesses. In fact, it may be rather said that by the tenor of the regulations which made the decennial settlement, the right was especially reserved, for the main stipulation was that Government should take a portion of the assets as clear net revenue, and it carefully threw upon the zemindar the burden of all *local requirements* (*see* Regulation VIII. of 1793, Sections 72 and 96.)

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† *Para.* 5. As a matter of fact, the State has never undertaken to provide funds for the education of the mass of the people.

6. Consequently, as was originally the case in Bengal, so in the North Western Provinces, the proportion of the rent taken as revenue by Government has been fixed on calculations into which the element of a provision for the general education of the people did not enter.

7. In the recent settlements in Upper India, the limit of the Imperial demand has been fixed at 50 per cent. of the *net* assets, and this would have been its limit, even if no further provision by a distinct cess had been expedient for educational purposes.

8. The educational cess, on the other hand, varies in amount according to local requirements, and is, accordingly, clearly taken from the proprietors of the soil as a separate tax for special local purposes. It is no doubt a true tax, for it is not voluntary; although, in the Upper Provinces of Bengal, from the circumstances under which it has been levied, the objects to which and the manner in which it is applied, it is probably not unpopular.

9. But it is altogether separate from the Imperial revenue, and if it became impossible for any special reasons to apply its proceeds to the purposes for which it is designed, it would not be levied at all.

96.)* In fact, as regards police, dawks,† &c., &c., the zemindars have ever since borne this burden; and if it be shown, as can easily be shown, first that education, at any rate primary local education, was not, when the permanent settlement was made, acknowledged as a fair charge on Imperial revenues, and that it never has been since so acknowledged; and secondly, that it is in its nature one fairly to be borne by a local cess, the argument from the perpetual settlement falls to the ground.

23. In reply to the third argument, it may be urged that as it is admitted that the permanent settlement "does not entitle the zemindar to evade his just share of the taxation of the country," and as the Government intends to adopt as a general principle what has already been widely acted upon,‡ namely, that the land of India should defray the cost of the education of the agricultural population, there is no reason why the real property of Bengal should alone evade this burden.

24. As to the quotations from the speeches of Mr. Wilson and Sir B. Peacock, it is only necessary to say generally that there is nothing in them against the levy of a *local* cess on the land, always provided that the cess be devoted to the agricultural population, that it be no more than is levied on landholders in other parts of India, and that it be *general* on towns and villages. On the contrary, in the very same speech to which allusion is made, Mr. Wilson went on to say—

> "I am aware that much discussion has taken place from time to time as to the right to tax the zemindars and other intermediate proprietors under the perpetual land settlement. Sir, the Government have given their most attentive consideration to this claim of exemption, and I must say the more I have looked into it, the more I am convinced that a more illusive claim could not be set up. * * * *
>
> "The only nobility which India now has, or is likely to have, must chiefly be these wealthy owners of permanently settled estates, the whole improved value of which must go exclusively to them, while in all other parts of India the Government on the part of the public will share it. Well, but, Sir, are we to base a future policy upon the exemption from taxation of the richest and only privileged class in India?"

25. The Lieutenant Governor further urges (in paragraphs 26 and 27 of his letter) that Bengal already pays more taxes than any other province, and that on this account its inhabitants should be exempted from any special burden, and further that, if fresh taxation is necessary, it should be Imperial and not local. The taxation of one province, however, cannot be compared with that of another. The only comparison upon which any argument can possibly be founded must be the average incidence of taxation per head of the population. Looked at in this light, it is believed Bengal has no claim to exemption from a local tax which is being levied in other provinces.

26. The Lieutenant Governor protests (paragraphs 29 and 30) against the entire charge of primary education being thrown on the land. But this protest, as above shown, is directed against paragraph 12 of the Government of India's letter of October 1867, and will doubtless be withdrawn when the Lieutenant Governor is informed that the Government of India wishes that the land should provide for the requirements of the agricultural population only, and considers that a similar but separate cess should be levied in urban districts.

27. It

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* *Extracts from Regulation VIII. of* 1793:—

Section 72.—The settlement is to be made, as far as possible, in one net sum, free from any charges of moshaira, zemindary, amlay, poolbundy, cutcherry charges, or others of a similar nature; it being intended that all charges incidental to the receipt of the rents of the lands, and independent of the allowances of the officers of Government and expenses attending the collection of the public revenue, shall be defrayed by the proprietors from the produce of their lands.

Section 96.—The settlement is to be made, as far as possible, in one net sum, free from any charges of moshaira, zemindary, amlah, poolbundy, cutcherry, or other charges of a similar nature; it being intended that all charges incidental to the receipt of the rents of the lands, independent of the allowances of the officers of Government and expenses attending the collection of the public revenue, shall be defrayed by the proprietors from the produce of their lands.

† This is now defrayed by a cess of the exact nature of that which it is proposed to levy for roads, education, &c.

‡ Except in Bengal and Madras, cesses exist all over India, and the Madras Government has been moved to raise one.

27. It is urged that the levy of a small local charge would turn the current of popular feeling against education altogether. In answer to this it can be shown that in provinces where compulsory contributions have been raised for these purposes, such results as have been anticipated have not occurred. The voluntary contributions towards educational purposes made in the North Western Provinces and Oudh are larger in proportion to those in Bengal or Madras, where local taxation has not yet been in force for those objects.

28. We admit that the Government of India, in May 1859, were (as stated in the Lieutenant Governor's 31st and 32nd paragraphs) of opinion that a cess could not be imposed in Bengal, but a reference to the records of that date has shown us that the true nature of the charge levied in the North Western Provinces was not then fully understood. In fact, when the Governor General expressed his opinion that a cess was impracticable in Bengal, he ordered in the same note an inquiry to be made in the Punjab and North Western Provinces as to what had been done in those provinces. In any case, although the Government of that day expressed an opinion adverse to the introduction of a cess into Bengal, such an opinion can hardly be considered binding on the present Government, which sees before it what funds raised in this manner are effecting and are likely to effect in other provinces.

29. In paragraphs 33 to 35, the Lieutenant Governor defines what he means by mass education, and we accept the definition given in the latter portion of the 33rd paragraph, that is to say, that its object is to raise the intellectual status of the masses, who will remain as before agriculturists, labourers, or artizans, but with a fair knowledge of reading, writing, and elementary arithmetic. This is the object that Mr. Thomason had in view when he established the cess in the North Western Provinces, and it seems to fulfil what is generally considered to be the duty of Government in the matter of primary education, and exactly meets the requirements of the Educational Despatch of 1854. But we do not admit that this object in Bengal alone should be left "to work itself out by the gradual progress of time." The argument now put forward is precisely what Sir Frederick Halliday urged 10 years ago, and the Government of that day refused to accept it.

30. If it was thought defective then it is still more so now, when fundamental truths with regard to the duties of Government in respect to the instruction of the people are far more generally recognised than they were. It will, therefore, be perceived by your Grace that we dissent from the opinions expressed in 1859, which seem to have been then concurred in by the Governor General in Council, "that a cess for the encouragement of education cannot be imposed in Bengal," and we still more widely dissent from the sentiments expressed in the Minute quoted in the foot note to the 35th paragraph of the letter of the Government of Bengal.

31. The tendency of many of these opinions is that education either should not or cannot be extended, because such extension might have the effect of placing a small charge on property, and might interfere with the present relations between capital and labour.

32. We have already endeavoured to show that the first line of argument is fallacious. The latter is one which it is not necessary to refute further than to say that it is opposed to all modern feeling and experience. In dealing with these questions we should act on the broad principle that it is our duty to extend by every legitimate means, to all over whom we have influence, the opportunity of acquiring the elements of knowledge. Political or economical expediency have long ceased to form an element in the consideration of this question. Feeling strongly that it is our duty to place within the easy reach of all our fellow subjects, as far as our power goes, the opportunity of developing the intelligence which has been given to man, we think it sufficient to remark that the time has happily for ever passed away for such discussions.

33. We fully admit the magnitude of the problem to be solved, and concur in the view that the present generation may possibly pass away before the masses of the population of Bengal may, even under the most fortunate circumstances, experience from the efforts that we now make any complete or general result. But we cannot admit that plans of enlightenment and intellectual improvement for the masses in this or any other country are utopian, or

that

that we have not at our disposal means and resources sufficient at all events to begin the performance of what in this respect we believe to be a national duty.

34. The commencement of this great work can be only momentarily postponed. The Imperial resources of the Empire are unable to provide the large sums necessary for such purposes as this. If we are to make roads, to educate the people of Bengal, and keep them healthy and clean, it can only be done by imposing on local resources such a burden as they can conveniently bear. We are, therefore, decidedly of opinion that it is the duty of the Government of India to insist on their gradual imposition; and if we have refrained from taking immediate steps for this latter object, it mainly is because we wish, as we have already observed, to be informed in the first instance whether our conclusions are accepted by Her Majesty's Government, it being of much importance that we should be fully assured of their support in any measures that we may take to give effect to our intentions.

We have &c.

(signed) *Mayo.*
W. R. Mansfield.
G. N. Taylor.
H. M. Durand.
J. Strachey.
R. Temple.
J. F. Stephen.

(Revenue.—No. 1768 A.)

From *H. L. Dampier*, Esq., Secretary to the Government of Bengal, to the Secretary to the Government of India, Home Department.

Sir, Fort William, 30 April 1869.

I AM now directed to reply to the letters marginally noted, on the subject of the extension of lower class vernacular education in Bengal, and of the source from which the requisite funds for the purpose should be obtained. No. 5376, of 28th October 1867. No. 237, of 25th April 1868. No. 244, of 27th April 1868, and enclosures.

2. In the first of these letters the Governor General in Council has expressed his belief that what is called the improved Patshala scheme in Bengal has worked successfully, has promised it a fair trial, and stated that no interference with it is at present contemplated. The letter, however, goes on to point out that the Imperial Revenues cannot be charged with the expenditure required for the extension of this scheme; it is laid down that "there is no part of India in which the Imperial Revenue can, with less fairness, be called upon to contribute to local objects" than Bengal, as there can be no doubt that "the share of the income of the proprietors of the soil which the permanent settlement originally gave to Government, is now far less than in other provinces." It is accordingly declared to be the opinion of the Governor General in Council that "the main burden of vernacular education in Bengal should fall not on the Imperial Revenues, but, as elsewhere, on the proprietors of the land." A voluntary cess, similar to that said to be levied in the Benares Division, is recommended, failing which "his Excellency in Council is of opinion that legislation may justly be employed for the imposition of a general local cess of such amount as may be necessary. And it is suggested that, regard being had to the circumstances of the country, a cess of at least 2 per cent. on the Imperial Revenue might fairly be imposed."

Finally, the Lieutenant Governor is directed "to reconsider the entire subject with reference to the above remarks, and to submit such a modified scheme for extending vernacular education as may, on further examination, seem to be practicable." A letter from Mr. Long on the subject is also forwarded for an expression of opinion.

3. The letter of the 25th April is in continuation of that just referred to, and modifies the opinions expressed in it on some important points. The provision of funds from local sources for the construction and maintenance of roads and other works of public utility is pointed out as of parallel urgency with the question of meeting, in the same manner, the expenditure required for extending elementary education in Bengal. Bengal is declared to present a "striking contrast" to other provinces in respect to lower class education. The encouragement which has been given to the higher branches of education in Bengal is stated to have been sufficient, if indeed the Government has not done too much; but it is added that the "reproach that almost nothing has been done for the education of the people of Bengal," should not be borne any longer; at the same time, that "it is altogether out of the question that the Government (meaning the Government of India) can

can provide the funds without which the removal of that reproach is impossible." The Lieutenant Governor is accordingly informed "that the Governor General in Council thinks that it is now desirable to declare distinctly that this is a subject which, in future, the Government will not consent even to discuss. He will decline, in future, to listen to any proposition, the effect of which would be to throw upon the State the main burden of the cost of educating the people of Bengal." And after referring to the educational cesses in Bombay, the North West Provinces, Oude, the Central Provinces, and the Punjab, it is again stated that "not only can there be no reason why a similar tax should not be imposed for similar purposes in Bengal, but, in the opinion of the Governor General in Council, there is no part of India in which the proprietors of the land can be so justly expected to bear local burdens of this nature."

4. The letter then proceeds to sketch out the nature of the cess which should be levied. The former proposition of a per-centage on the Government demand is now admitted to be inexpedient, as "it would, in the eyes of those who were not well acquainted with the true state of the case, have very much the appearance of an enhancement of the assessment imposed upon the land at the time of the permanent settlement;" and also unjust in its incidence, as "it is well known that in Bengal the amount of the Government revenue has ceased to be any index whatever to the actual annual value of estates." It is then pointed out that the rate to be levied should be calculated for the purpose of roads also; for this purpose the proprietors of land in Bengal, it is said, pay nothing, "although there is no part of India in which the means of the landholders are so large, in which the construction of roads and other works of local improvement is more urgently needed, or in which such works have hitherto made so little progress." Details of the proposed rate are left for the consideration of the local Government with this reservation, "there is only one remark on this part of the subject which the Governor General in Council thinks it necessary now to make. The reasons have been stated which appear to render it undesirable that the proposed tax should be imposed as a per-centage on the Government Land Revenue. Taking into consideration the great urgency of the objects in view, and the wealth of the classes on whom the tax will fall, the Governor General in Council is of opinion that the amount levied ought not to be less than two per cent. on the net assets or gross rental of the land."

5. The letter No. 224, of the 27th April, forwards for information two Resolutions of the Financial Department, both dated 31st March, in the latter of which it is stated that "increase of the existing budget provision" for the education of the masses should be prohibited, and in the former "that expenditure for this purpose, beyond the amount of the budget grant for 1868-69, will not be allowed hereafter unless, meanwhile, a scheme be devised and carried into effect for ensuring that the main burden of the expenditure for vernacular schools shall 'fall not on the Imperial revenues, but on the proprietors of the land.'"

6. The questions raised in these letters have received the Lieutenant Governor's most careful and axious consideration.

7. On receipt of the first letter, reports were called for from all the Commissioners of Divisions "on the expediency and feasibility of raising an educational cess in Bengal, similar to that now paid in those districts of the North Western Provinces where the permanent settlement is in force." The Director of Public Instruction was also asked to report on Mr. Long's proposals, and on receipt of your further letter of the 25th April, the accompanying* letter was addressed to the British Indian Association, inviting their suggestions as to the best means of levying a cess; and a copy was forwarded to the Landholders and Commercial Association, who were also asked to favour the Lieutenant Governor with an expression of their views on the points mentioned in the 5th paragraph of that letter. An endeavour was likewise made to obtain from the Government of the North Western Provinces copies of the more essential correspondence connected with the levy of the voluntary cess in the permanently settled districts of the province, but it was unsuccessful, "partly because a portion of it was lost in the mutinies, but chiefly because it was, in great measure demi-official, and not placed upon record." This is not, however, of much importance, as all persons consulted agree in reporting the impossibility of collecting a voluntary cess for education in Bengal, and the Lieutenant Governor considers this alternative to be so obviously impracticable that it will not be necessary to consider it any further. The following remarks made by Lord Stanley, in the Despatch of April 1859, when rejecting the system of reliance on local efforts supplemented by grants-in-aid, as unsuited to the supply of vernacular education to the masses of the population, are of even more weight at the present day than when they were written:

* No. 1521, of the 13th May 1868.

"But apart from the difficulty, and in many cases the impossibility, of obtaining the local support required for the establishment of a school under the grant-in-aid system, it cannot be denied that the mere requisitions made for the purpose by the officers of the Education Department may have a tendency not only to create a prejudice against education, but also to render the Government itself unpopular. And besides the unpopularity likely to arise from the demands on the poorer members of the community, made in the way either of persuasion, or of authority, there can be no doubt that the dignity of the Government is compromised by its officers appearing in the light of importunate, and often unsuccessful, applicants for pecuniary contributions for objects which the Government is confessedly very anxious to promote."

8. A largely

8. A largely attended meeting of the British Indian Association was held on the 2nd September last, to the printed report of which the committee have referred the Lieutenant Governor for a detailed expression of the views of the Association. It was resolved at that meeting to petition the Governor General in Council, praying for a reconsideration of the subject. The Lieutenant Governor does not therefore think it necessary to enclose a copy of the report of the meeting, but the report of the Landowners and Commercial Association is forwarded as an enclosure to this letter, as also are the reports of the Commissioners of the Cooch Behar, Bhaugulpore, Burdwan and Presidency Divisions, the latter containing a very interesting letter from Baboo Rajendrolall Mittra, and that of the Commissioner of Bhaugulpore a valuable enclosure from the principal Sudder Ameen of that district.

9. The orders of the Government of India require the Lieutenant Governor to restrict his reply exclusively to the details of the proposed cess, but the information which has been obtained on the subject leads his Honor to the conviction that, in any case, a considerable modification in the nature of the cess to be levied is absolutely necessary, and that the Governor General in Council is in some respects under a misapprehension in regard to the position of the zemindars of the Lower Provinces. His Honor accordingly requests permission to deal with the entire question which has been raised, and to report upon it fully in all its aspects.

10. It is important in the first place to understand clearly the exact extent of the class which the Government of India meant to include in the terms "proprietors of the land," "proprietors of the soil," "landholders," from whom it is directed that the proposed tax should be levied. A careful perusal of the "Resolutions of the Financial Department," and of the letters Nos. 237 and 244 of the Home Department, seems to place it beyond doubt that by this description it was intended to indicate the zemindars and others who are under direct engagement with Government for the payment of the Land Revenue. In the first letter a cess proportioned to the Land Revenue had been proposed, and apparently this was to be paid by the persons who were responsible for the payment of that revenue. In the subsequent letter, though this method of rating the cess is abandoned, it does not appear that the Governor General in Council altered his opinion as to the persons who should be called upon to pay it; the Lieutenant Governor therefore infers that the design of the Supreme Government was to impose a tax at the rate of 2 per cent. on the net assets, or gross rental received by the zemindars and talookdars under direct engagement with Government. In that case the rate would obviously be paid from the Imperial revenues as regards Assam, in which province the State is the zemindar, and is at the present moment materially increasing its demands. It would also be more or less inapplicable to Orissa, where the permanent settlement has not been introduced. The Governor General in Council would probably not wish to impose a special cess in that province during the currency of the existing settlement, and as the basis of that settlement is that nearly two-thirds of the estimated proceeds belong to Government, the assessment here is evidently, so far as this basis is correct, higher than that of other provinces, inclusive of the cesses for specific purposes.

11. Even as regards Bengal Proper, the Lieutenant Governor feels bound to draw attention to certain misconceptions under which, as it seems to him, the Governor General in Council is labouring in respect to the proprietors of the soil. It appears that the full measure of the disadvantages (if such they are to be considered) under which the Government placed itself by creating a permanent settlement, has not been completely realised. In paragraph 11 of your letter of the 28th October 1867, an argument for calling on the proprietors of the land to defray the expenses of education is based on the fact that, owing to increased area of cultivation and increased prices, the gross assets of the proprietors have probably increased four or five fold, if not more. This argument, however, can only hold good as far as it can be shown—

(1.) That the increased profits from the extended area of cultivation and enhanced prices of produce ultimately reach the class on whom it is proposed to impose the tax, *i. e.*, the zemindars and others who are under direct engagements with the Government for the payment of revenue; and—

(2.) That the persons who are now in receipt of such increased profits have derived them by inheritance from those with whom the Government originally made the settlement, and are not enjoying them merely as the proceeds of an investment of capital.

12. It will be found on examination that, generally speaking, the existing state of things fulfils neither of these conditions.

13. The increased profits from extended area of cultivation and enhanced prices of produce do not reach the zemindars and others who are under direct revenue engagements with the Government; for in a large number of cases in Lower Bengal the zemindar has long ago made arrangements which reduce him to the position of an annuitant on the estate. He has created perpetual tenures at fixed rents, which effectually deprive him of all further participation in any increase of profits from the estate. Nor does the alienation of profits end here. The holder of the tenure of the first degree has generally in the same way created subordinate tenures of the second degree; and the holder of the tenure of the

second degree has created tenures of the third degree. The effect of every such transaction is to secure in perpetuity to the lessor of each degree a certain profit, after deducting the rent which he has bound himself to pay in perpetuity for his tenure; and, while freeing him from all risks and uncertainties, to debar him from all participation in future increase of profits.

14. Hence, instead of reaching the zemindar, the increase of profits which has accrued since the permanent settlement was made between the State and the zemindar is now often found to be divided among numerous classes of sub-tenants, who are known as Putneedars, Durputneedars, Seputneedars, Talookdars, Ousut Talookdars, Nim Ousut Talookdars, Hawaladars, Durhawaladars, Ganteedars, Mokurrurreedars, and by many other names, until the cultivating tenant is reached who has some beneficial interest in his holding.

And where such a chain of tenures exists, the proportion of the present profits which each tenant enjoys will depend on the period at which his tenure was created (assuming the increase of profits from the estate to have been gradual and regular), for the zemindar who gave his estate in Putnee five years ago, when it was yielding a rental of 2,000 rupees, will certainly have reserved to himself a higher amount of rent in perpetuity than he would have reserved if he had created the Putnee 40 years ago, when the estate was yielding a rental of 1,000 rupees only.

15. To pass to the second point; not only are the increased profits generally thus divided, but whatever portion of the increase which has accrued since the settlement, does under existing arrangements still reach the zemindar, it is not, generally speaking, now enjoyed by persons who are the representatives by inheritance of those with whom the contract of settlement was originally made by the State. Since the settlement, estates have to a very great extent changed hands by sale, and the purchaser has paid the full market value of the estate calculated on its profits and prospects at time of the purchase. However much these may have increased since the date of the settlement, neither the recent purchaser nor his ancestors have reaped the benefit.

Such a purchaser receives no more than the annual return for the capital which he has invested in the land; and yet it is on this very purchaser that it is now proposed to impose a tax on the specific ground that he enjoys an undue proportion of the profits from the land, as compared with that which the State derives. It is clear that whatever may be the proportion which he does enjoy, he has paid for it once for all at its full value with capital acquired from other sources; and though such payment was not made to the State, the transaction was of a class which has been fully recognised and tacitly approved by the Government of the country. In the policy which the Government has hitherto followed, there has been nothing from which the most cautious investor could have derived an indication that the value of this particular kind of investment was liable to be suddenly depreciated, with special reference to the conditions of a contract which was finally executed between the State and the zemindar more than 70 years ago, to which neither the purchaser nor his ancestors were parties, and from which he has never derived any benefit.

16. It will presently be seen that in treating of a country in which such expectations that the State will not appropriate a larger proportion of the rents, are founded merely on its abstinence hitherto from the exercise of that original right, even a writer with such pronounced views as Mr. J. S. Mill could only propose that "the future increment of rent should be liable to special taxation," "the present market value of their land being secured to them" (the landholders). The proposal of the Government of India goes beyond this. It would suddenly, and without warning, tax the increment which has already accrued, and that in a country in which immunity from such special taxation of rents for general purposes is guaranteed by specific contract.

17. All those considerations apply to the present holders of the subordinate tenures as well as to the zemindars. The recent purchaser of a Putnee tenure which was created long ago, and may therefore pay but a small rent, has paid for it a price calculated on the full value of the present and prospective profits.

18. While, on the one hand, then, there is little or no identity between the persons who have benefited by the increased value of land and those whom it is now proposed to tax, the Lieutenant Governor, on the other hand, believes that the impression of the wealthiness of the latter which is more than once referred to in the letters under acknowledgment, is very erroneous. There are no doubt in Bengal a few, but a very few, really wealthy landholders; property in land is so split up that his Honor is confident that the bulk of the proprietors of the soil are far from wealthy, and that such wealth as many of them possess is not mainly derived from their zemindarees. Several officers, in reporting to Government on this question, have expressed doubts as to the wealthiness of the class of landed proprietors as a whole. The Commissioner of the Presidency Division, Mr. Chapman, speaks confidently to this effect in his 9th paragraph, and the figures given in paragraph 21 of the enclosure by Baboo Rajendrolall Mittra seem to place it beyond question that but a very small fraction of the entire number of zemindars in Bengal can be rich. Out of 206,576 zemindaries in 1852–3, 190,975 paid less than 250 rupees per annum to Government, and, considering the very large number of under tenures which have

have been created, it is evident that but a very small portion of the talookdars under direct engagement with Government can be in receipt of large incomes from land.*

19. The inference which the Lieutenant Governor draws from these considerations is that a cess on the proprietors of land, that is the zemindars only, which he understands to have been the proposal of the Government of India, is out of the question in Bengal, and cannot be defended. This class has long since shared the benefits of the permanent settlement with numerous other under tenants intermediate between themselves and the ryots, and whatever burden can be fairly thrown upon the profits of land should therefore be divided rateably among all those classes who participate in these profits. In this view the Lieutenant Governor, in addressing the British Indian Association, invited them to consider the manner in which a local tax for education, if levied, might be spread over *all* classes possessing a beneficial interest in the soil. At the same time this evidently increases very materially the difficulties of the problem, and also seems to destroy all parallel between Bengal and any other province in which the cess has been hitherto levied.

20. This, however, rather concerns the practical difficulties of the case. A still more serious difficulty of principle exists, and as the question is of the highest importance and deserves the fullest consideration, the Lieutenant Governor would beg permission to discuss it carefully. It is a very common misconception, and one which might seem to derive support from many expressions in the letters of the Government of India under acknowledgment, (1) that the Government revenue derived from land is a true form of taxation, and (2) as a corollary to that opinion, that Bengal is more lightly taxed than other portions of the empire. The extent to which these views are, in the Lieutenant Governor's opinion, erroneous can be very clearly gathered from the writings of Mr. Mill. For convenience of reference, I am directed to subjoin the following extracts from Chapter II., Book V., of his "Principles of Political Economy."

"Before leaving the subject of equality of taxation, I must remark that there are cases in which exceptions may be made to it consistently with that equal justice which is the groundwork of the rule. Suppose that there is a kind of income which constantly tends to increase without any exertion or sacrifice on the part of the owners, those owners constituting a class in the community whom the natural course of things progressively enriches, consistently with complete passiveness on their own part; in such a case it would be no violation of the principles on which private property is grounded *if the State should appropriate this increase of wealth or part of it as it arises. This would not properly be taking anything from anybody;* it would merely be applying an accession of wealth, created by circumstances, to the benefit of society, instead of allowing it to become an unearned appendage to the riches of a particular class.

"*Now, this is actually the case with rent. The ordinary progress of a society which increases in wealth is at all times tending to augment the incomes of landlords, to give them both a greater amount and a greater proportion of the wealth of the community, independently of any trouble or outlay incurred by themselves.* They grow richer as it were in their sleep, without working, risking, or economising. What claim have they, on the general principle of social justice, to this accession of riches? In what would they have been wronged if society had, from the beginning, secured the right of taxing the spontaneous increase of rent to the highest amount required by financial exigencies? * * * * But though there could be no question as to the justice of taxing the increase of rent if society had avowedly reserved the right, has not society waived that right by not exercising it? In England, for example, have not all who bought land for the last century or more given value not only for the existing income, but for the prospects of increase under an implied assurance of being only taxed in the same proportion with other incomes? This objection, in so far as valid, *has a different degree of validity in different countries, depending on the degree of desuetude into which society has allowed a right to fall which, as no one can doubt, it once fully possessed.* In most countries of Europe the right to take by taxation, as exigency might require, an indefinite portion of the rent of land, has never been allowed to slumber. In several parts of the continent the land tax forms a large proportion of the public revenues, and has always been confessedly liable to be raised or lowered without reference to other taxes. In these countries no one can pretend to have become the owner of the land on the faith of never being called upon to pay an increased land tax. In England the land tax has not varied since the early part of the last century. The last Act of the Legislature in relation to its amount was to diminish it, and though the subsequent increase in the rental of the country has been immense, not only from agriculture but from the growth of towns and increase of buildings, the ascendancy of landholders in the Legislature has prevented any tax from being imposed, as it so justly might, upon the very

* The Lieutenant Governor read the other day, in a letter from a Commissioner of Revenue, the following passage;—

"The fact is the zemindars are very poor at the best of times, and having but little to expect this year from their ryots have been obliged to make use of their credit to borrow money at heavy interest."

If it would not be accurate to point to this as a picture of the condition of the bulk of the landholders in the Lower Provinces, it is certainly far less warrantable, in selecting them as special objects of taxation, to talk of "the wealth of the classes" whom it is thus proposed to tax. (*See* Mr. Secretary Bayley's letter, No. 237, dated 25th April 1868, paragraph 14.)

very large portion of this increase which was unearned and as it were accidental. For the expectations thus raised it appears to me that an amply sufficient allowance is made, if the whole increase of income which has accrued during this long period, from a mere natural law without exertion or sacrifice, is held sacred from any peculiar taxation. From the present date, or any subsequent time at which the Legislature may think fit to assert the principle, I see no objection to declaring that *the future increment of rent should be liable to special taxation*, in doing which all injustice to the landlords would be obviated *if the present market price of their land were secured to them*, since that includes the present value of all future expectations. With reference to such a tax, perhaps a safer criterion than either a rise of rents or a rise of the price of corn would be a general rise in the price of land. It would be easy to keep the tax within the amount which would reduce the market value of land below the original valuation; and up to that point, whatever the amount of the tax might be, no injustice would be done to the proprietors.

"But whatever may be thought of the legitimacy of making the State a sharer in all future increase of rent from natural causes, the existing land tax (which in this country unfortunately is very small) *ought not to be regarded as a tax, but as a rent charged in favour of the public; a portion of the rent reserved from the beginning by the State, which has never belonged to or formed part of the income of the landlords, and should not therefore be counted to them as part of their taxation, so as to exempt them from their fair share of every other tax.* As well might the tithe be regarded as a tax on the landlords; as well in Bengal—where the State, though entitled to the whole rent of the land, gave away one-tenth of it to individuals, retaining the other nine-tenths—might those other nine-tenths be considered as an unequal or unjust tax on the grantees of the tenth. * * * But wherever and in so far as income derived from land is prescriptively subject to a deduction for public purposes beyond the rate of taxation levied on other incomes, *the surplus is not properly taxation, but a share in the property of the soil reserved by the State.* In this country (and this is still more true of India) there are no peculiar taxes on other classes, corresponding to or intended to countervail the land tax. *The whole of it therefore is not taxation, but a rentcharge, and is as if the State had retained not a portion of the rent but a portion of the land. It is no more a burthen on the landlord than the share of one joint tenant is a burthen on the other. The landlords are entitled to no compensation for it, nor have they any claim to its being allowed as part of their taxes. Its continuance, on the existing footing, is no infringement of the principle of equal taxation.*"

21. The right which Mr. Mill here shows belong to the State to appropriate, without injustice to anyone, that portion of the increase in the value of the rent of land which is over and above the increase in the value of money, and the increase due to the expenditure of labour and capital, is indefinitely strengthened in all those parts of India where, there being no permanent settlement, the State is the actual owner of the land. In such cases it is evident that an increase in the land revenue, or a cess added to the land revenue, is not properly a tax of any kind whatsoever; *provided* the amount thus added is not greater than the increase in the rent of the land accruing without any exertion or sacrifice on the part of the zemindars. Mr. Mill here assumes, and has elsewhere shown (Chapter III., Book IV.) that in a society which is in a state of progress, natural causes tend to augment the value of the rent of land to the proprietors; and it cannot be questioned that, practically, this has been taking place over India generally, both in Bengal and elsewhere. It may be admitted, that even in other parts of India prescription has given a kind of right to other persons besides Government to derive an income from the rent of land, but it is quite certain that generally, out of Bengal, the State has never waived the right of retaining to itself such portion as it may think proper of the increase of rent; on the contrary, it has avowedly reserved and exercised this right, and therefore the conditions of the very strongest case of the justice of increasing the Government demand, insisted on by Mr. Mill, are completely fulfilled.

22. And, as was to be expected, the time chosen for readjusting the proportion of rents to be retained by the State with advertence to its increasing duties connected with education has generally been that at which a contract of settlement was to be made or renewed between the State and the zemindars. In the Punjab an order was issued that where the settlement had not been completed, 1 per cent. on the revenue should be levied for the maintenance of village schools, and that in other cases district officers should endeavour to induce the people voluntarily to subscribe to the cess, the conclusion of the settlement contract being apparently looked upon as conclusive against the levy of this special compulsory cess from the settlement holder. "The Oude educational cess was levied, for the first time, at the commencement of the regular settlement which is now in progress." In the "Central Provinces, owing to the incomplete state of the settlement operations, no cess was levied until the year 1862-63." In these provinces "the Government of India was of opinion, that as the Government demand has been reduced from an average of two-thirds of the rental to one-half, and that other cesses had been reduced which, in the aggregate, used to mount up to 8 and 10 per cent., the enhanced rate (2 per cent.) would not press at all heavily on the landowners." The North Western Provinces had enjoyed the exceptional advantage of having half the cess defrayed by the State. In the new settlements which are now in progress, however, the cess is being consolidated in the share of the net assets of the land taken by the State, so that henceforth, to quote the order

order of the Local Government, "*the whole of the local cesses will, in future, be defrayed not by the landowner, but out of the share of the rent which has always been the admitted right of the State, and therefore no claim to any control of management of the funds, on the part of the zemindars, could for a moment be sustained.*"

Resolution of Government, North Western Provinces, dated 14th February 1866, paragraph 5.

23. The Lieutenant Governor submits, therefore, that the light thrown upon the actual facts of the case by the principles so clearly analysed by Mr. Mill shows, beyond question, that what has been done throughout the greater part of India has been simply this: The value of the rent of land has, owing to the operation of natural causes, risen very greatly; even were the State not a proprietor of the soil, it might, without any injustice and without taxation of any kind, in the proper sense of the word, have appropriated all that (the greater) portion of the increase which has not been due to the expenditure of labour or capital or the rise in the purchasing power of money. *A fortiori*, being supreme proprietor of the soil, it could still more equitably have appropriated these profits. As a matter of fact, however, it has not done so; it has hitherto allowed the subordinate landlords to share the fruits of the increase in the value of land which the progressive state of society has brought about, and even to do more than share it by reducing the *proportionate* amount of the Government demand. Latterly, however, in the case of these cesses, it has curtailed somewhat its generosity; the value of land has continued to increase, but the State, by imposing cesses, bearing a smaller or greater proportion to the share of rent taken by it, has appropriated a larger part, but still only a part of the later increases of which it might, on sound principles, have taken nearly the whole. The landlords have, it may safely be assumed, never been absolute losers by new settlements at which cesses have been imposed, that is, they have not found their profits less than they were at the previous settlements; they have only derived a somewhat less advantage than they would have done if no cess had been imposed.

24. That the instincts of the people of this country recognise this radical distinction between the reservation to itself by the State of such a share of the rents as it requires, and the imposition of a tax, that is, the taking from individuals for State purposes a certain portion of what is undoubtedly their property, appears to the Lieutenant Governor to be clear from the willingness with which they have acquiesced in arrangements of the first kind at the settlements, as contrasted with the dissatisfaction which is evinced at taxation generally, and especially at the tax which it has now been proposed to impose on the landholders of Lower Bengal. The so-called cess in most other provinces having been shown to be merely the reservation of a portion of the increased profits from land which belongs to no private persons, it is no less certain that the impost which it is proposed to levy on Lower Bengal would be a tax, that is the withdrawal by the State of a portion of property which has undoubtedly become vested in individuals. There can be no doubt that in the districts in which the permanent settlement is in force, the increase in the profits from land, due to national progress, has been at least as great as elsewhere, but there is the very important difference which arises from the deliberate action of the State in regard to these increased profits. As Mr. Mill says, the objection that the State has waived its right to an increased amount from the rent has a different degree of validity in different countries, and it is hard to see where it could have a greater degree of validity than in Bengal. The Governor General in Council may fully rely on the Lieutenant Governor to give no encouragement to any notions that the permanent settlement entitles the zemindar to evade his just share in the taxation of the country; but, on the other hand, his Honor is confident that the Government of India will never deliberately contemplate any step which, in the judgment of disinterested and well-informed economists, would amount to a real breach of faith with the zemindars. Now, it seems to the Lieutenant Governor that, in the present instance, Government is placed in the following dilemma: if the cess is to be regarded as analogous to the cesses which have been levied for similar purposes in other parts of the empire, that is as a reduction of the share of rents which is left to the zemindars, it will be a most distinct breach of the permanent settlement; but if, on the other hand, it is to be regarded as new taxation, then it must be judged by the general principles of the equality of taxation, and so judged, it will be clear that Bengal is called upon to submit to special taxation on what has been formally assigned to individuals as their property, a taxation on property which the so-called cesses elsewhere are not. The Lieutenant Governor has no doubt that the true principle by which the permanent settlement should be interpreted is that quoted in the 16th paragraph of Mr. Money's letter from Mr. Wilson's speech of 1860: "I hold him (the Bengal zemindar) to be exempt from any special charge upon his land, but to be liable to any general tax that applies to all others." Sir Barnes Peacock, on the same occasion, upheld the same view. In a Minute, written some years before, with reference to a proposal for a special tax on the zemindars, he had objected to the proposal in the following terms: "It is clear that, according to the engagement entered into at the time of the permanent settlement, the jumma then fixed cannot be altered."

* * * * * *

"The same principle which prevents an augmentation of the assessment, equally precludes taxation of the owners in respect of the rent or produce of their estates."

Referring to this Minute in the debate of 1860, he said—

"That * * * * was an exceptional measure, while the income tax is a general tax affecting the whole country. *The question then was as to taxing the zemindars alone, and I certainly think that in so doing the Government would be violating the promise*

made at the time of the permanent settlement * * * * but, having looked into the case carefully, I think the landholders under the permanent settlement are justly liable to the income tax." The arguments of Mr. Mill (the more valuable as they exactly meet the case in point, while at the same time they were written without any possible reference to it) seem to the Lieutenant Governor to place the rationale of this exemption of the Bengal zemindar from any special charge upon his land in the clearest light. The permanent settlement exactly places the Government of this country, by express stipulation, in the very position in which the Government of England has placed itself, according to Mr. Mill, by mere desuetude in the exercise of a right, owing to the land tax not having varied since the beginning of the last century. It is probable that the Indian Government of the day did not fully realise the extent of the sacrifice it was making; the fact that, in a progressive state, the increase in the value of land, from circumstances independent of the landowner, would be far greater than that due to the expenditure of his care and capital upon it, probably escaped the attention which it would now attract; but, be that as it may, it cannot be questioned that the very thing that the State gave away was the right, which Mr. Mill has shown to be otherwise inherent in it, of appropriating what may be termed the spontaneous increase in the value of land; while, on the other hand, the State as clearly did not give away the right to tax the profits of land equally with profits and income from other sources.

25. The authority, therefore, of Mr. Mill, and, still more than his authority, the arguments on which he bases his opinions, seem to the Lieutenant Governor to show, first, that the educational and road cesses in other parts of India have partaken in no way of the nature of taxation proper, and that the persons who pay those cesses are entitled to no compensation for them, nor have they any claim to those cesses being allowed for, as part of their taxes; second, that any cess which may be levied in Bengal cannot be imposed on the same principle, but must be treated as taxation proper, and fixed in accordance with the equitable principle of equality of taxation. And this leads directly to the very important question, whether Bengal can, as matters now stand, justly be called upon to submit to increased taxation, as compared with other portions of the empire. The report of the proceedings at the meeting of the British Indian Association, already referred to, will show that next to the argument drawn from the permanent settlement, the argument that Bengal has been and is unjustly treated in matters of Imperial finance was the one most frequently relied upon.* The Lieutenant Governor is aware that the question is one of some intricacy, but in justice to the people committed to his trust, he is bound to say something on the value of this widespread opinion, and it seems to his Honor that, with the question cleared as it is by the distinction between land revenue and taxation, it is not difficult to show that Bengal has strong reason to ask for consideration at the hands of the Imperial Government.

26. The land revenue, which is so commonly thrown in the teeth of Bengal, has been shown to be no tax at all, to be taking nothing from anybody, and to be merely a refusal by the State to part with a portion of its property in favour of those who have no right to it. On the other hand, the income of Bengal† from the opium of the Behar Agency may perhaps be regarded as exceptional, though it is in fact simply a variable export duty levied on an article *produced and manufactured within the Province*; it is difficult also to say what share of the Customs dues collected in Calcutta and Bombay are really paid by those Presidencies or by the inhabitants of other provinces. But the Lieutenant Governor will waive all these, and only taking the receipts of taxation proper, viz., Abkaree, assessed taxes, salt, and stamps, will compare these receipts of the several Governments with the grants for local administrative purposes. A volume of statistics of the finance of India for

* It must not be supposed that this opinion is now put forward by the British India Association merely to serve the occasion. They have high authority for the position they assert. At the end of 1861, Sir J. P. Grant thus expressed himself, as Lieutenant Governor of Bengal, in a letter written to the Association :—

"The Lieutenant Governor is sure that the Association is fully alive to the crying wants of these provinces in roads, bridges, canals, waterworks, public buildings, and public works of every description; and he thinks it probable that they have a general knowledge that there is no part of India which is nearly so backward in these respects as are the Bengal Provinces; whilst there is no other part of India which responds to any outlay upon public works, great or small, so promptly, so surely, and so effectively as these Provinces do, by reason of their great natural resources. But perhaps it is not always borne in mind that the provincial expenditure upon public works, petty district works excepted, is limited by the supreme authority, and that the allotment made to Bengal by that authority from the general revenues has always been systematically less in an excessive degree (probably it would be safe to say by at least two-thirds) than what an allotment would amount to, should that be framed on the principle of a share proportionate either to the revenue or to the population or to the geographical extent of the Bengal Provinces, or to all these together, as compared with the other provinces of India. The result of this system, continued for a long series of years, has been such, in a comparative view, as those only who have seen many different parts of India, or whose duties have made them cognizant of what has been done from Imperial funds for all parts of the empire, severally, are thoroughly aware of. At this moment there is only one really good road of any considerable extent complete in all Bengal, Behar, Orissa, Chota Nagpore, Assam, and Cachar, namely the Grand Trunk Road; and it is not too much to say that this single work would not have existed if it had not been, by geographical necessity, an inseparable part of the line through the North West Provinces."

Now though it is true that Bengal has been since treated with a little more justice than it had been up to the time at which Sir John Grant wrote, yet it will still appear that the assignments to the Bengal Government for Civil Public Works have continued to be very much below the assignments made to other Governments, having regard to the revenues and the geographical extent of the Bengal Provinces compared with other provinces.

† The net revenue realised from Behar opium may be stated at from two to two and a-half millions.

for the period from May 1861 to March 1867 has lately been compiled in the Financial Department of the Government of India, which enables the Lieutenant Governor to institute the comparison for those six years. Though some of the salt, which pays duty in Bengal, is consumed in Oudh or the North-Western Provinces, it is reasonable to assume that at least three-fourths of it is consumed in the Lower Provinces; this portion, therefore, of the net profits is credited to Bengal, and the remaining one-fourth added to the receipts in the North-Western Provinces, the total thus obtained being rateably divided between the North-Western Provinces and Oude, according to population. This method will, it is believed, secure approximate accuracy. As regards the administrative cost of each province, the heads of Administration and Public Departments, Law and Justice, Police, Education, and Public Works are of course taken: the charges for collecting taxes are deducted from the proceeds of those taxes, and only net results shown. Similarly the receipts for Law and Justice, &c., are deducted from the charges and only net charges shown. The charges under the head of land revenue, are almost entirely made up of collectors and their establishments, and as these officers carry on an important part of the work of administration, it is hardly fair to omit them. But as their inclusion makes the comparison much more favourable to Bengal, an additional column is given showing the cost of administration exclusive of charges against land revenue and also of allowances to district and village officers, which latter forms so heavy an item against Bombay. Allowances, refunds, and drawbacks should properly be deducted from the receipts under each head, but out of Bengal details are not given, and it is impossible to say what amount should be allowed for Customs. No practical inaccuracy arises from their omission. Marine is omitted for the same reason as Customs, and Ecclesiastical charges are not included. The officers of the medical services, however, take so important a part in administration that this head has been introduced. Military public works have been deducted from the public works total.

The result is shown in the accompanying Table:—

NET RECEIPTS from Taxation from 1st May 1861 to 31st March 1867.

	Abkaree.	Assessed Taxes.	Salt.	Stamps.	TOTAL.
	£.	£.	£.	£.	£.
Bengal	3,110,310	2,177,580	*10,665,973	3,348,604	19,302,467
North-Western Provinces	1,197,173	1,049,142	†4,720,095	1,357,872	8,324,282
Punjab	400,170	333,623	4,833,933	239,534	5,807,860
Madras	2,244,676	875,108	5,025 243	1,541,365	9,686,392
Bombay	1,788,533	1,746,684	2,549,283	2,367,559	8,452,059

* Three-fourths of 14,207,964 *l.*

† Being 78 per cent. of 2,510,696 *l.*, viz., net proceeds in North-Western Provinces, plus 3,541,991 *l.*, being one-fourth of net proceeds in Bengal, the population of North-Western Provinces and Oude, being in the proportions of 78 to 22. The charges in Oude exceed the receipts.

NET COST of Local Administration for same Period.

	Charges against Land Revenue.	Allowances to District and Village Officers.	Administration and Public Departments.	Law and Justice.	Police.	Education.	Medical.	Stationery and Printing.	Public Works Department.	TOTAL.	Total excluding Charges against Land Revenue, and Allowances to District and Village Officers.
	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.
Bengal	1,659,356	- -	792,536	2,520,264	2,821,050	743,782	356,373	337,220	3,831,019	13,061,600	11,402,244
North-Western Provinces	1,834,284	33,733	663,546	1,568,613	1,942,893	403,683	188,689	213,898	2,285,047	9,134,386	7,266,369
Punjab	1,003,844	11,726	560,959	629,341	1,650,715	237,773	132,775	37,044	2,262,109	6,526,286	5,510,716
Madras	2,361,214	139,259	753,019	1,954,146	2,080,536	896,631	275,965	196,498	4,340,694	12,497,962	9,997,489
Bombay	1,955,776	2,159,213	891,524	1,678,486	2,077,831	402,053	313,387	116,348	4,484,169	14,078,787	10,063,798

In these figures are included the income and expenditure of Assam and other portions of the Lower Provinces, to which the permanent settlement has not been extended; and it cannot be doubted that, if the balance could be struck for the permanently settled districts only, the results would be still more favourable to Bengal.*

27. When, therefore, it is proposed that Bengal should submit to additional special taxation, such as it is not proposed to impose on any other province, because, 70 years ago, the State in this part of the Empire gave away a large portion of the property which belonged to it, the Lieutenant Governor cannot feel justified in abstaining from calling attention to the fact that the Lower Provinces alone, of all the provinces of the Empire, pay for their local administration entirely from the proceeds of the taxation proper, levied from the inhabitants, and are able to resign entirely, for Imperial purposes, the whole of the revenue which the State derives from sources which are either not taxation at all, or not taxation to any one in India, viz., land revenue and opium, as well as the Customs receipts, which are properly taxation. No doubt it is partly owing to the wealth which Government resigned to the landowners that the taxes are so productive, and it is also owing to the simplification of the machinery of which that settlement admitted, that the local administration is so inexpensive compared with other provinces, having regard to its much greater extent and much larger revenue. But, as the Lieutenant Governor has already pointed out, and as indeed follows from the first principles of the economical laws of land rent, that resignation of property vested in the State was no gift to the people at large. It was only a gift to certain individuals, generally though not necessarily resident in the Lower Provinces; and neither can these persons, for the most part, now be identified, nor can the shares of the increased rental appropriated respectively by them and by their successors or assigns, be ascertained. Even, therefore, if it would not be a breach of the permanent settlement, it is now impossible to trace out the persons who are in actual enjoyment of the profits which have accrued from the permanent settlement, in order to recover from them, in the form of a cess, similar to cesses elsewhere, a portion of the profits which fell into their hands; and, however a new tax may be imposed, it will, by the force of circumstances, fall chiefly upon those who have derived no benefit from the permanent settlement. Indeed, if the almost universal opinion of the officers of Government is correct, that local habits, customs, and traditions will, in spite of the ordinary laws of political economy, enable the landowners and superior tenants to throw the tax upon the ryots, then it will fall on a class which, it is notorious, have derived no pecuniary benefit at all from the permanent settlement.

28. It has, then, the Lieutenant Governor submits, been shown that (observing the distinction which Mill points out between rent and taxation) the cesses in other provinces are of the nature of rent; that in Bengal it would be a breach of the permanent settlement if a cess precisely of the same nature could be levied, but that as, owing to the land having changed hands, this practically cannot be, all that can be proposed for Bengal is fresh taxation proper; that, as regards taxation, Bengal already pays as high rates for assessed taxes, customs, stamps, and, it is believed, abkaree, as other provinces, while it pays far more for salt than Bombay or Madras, and four annas more per maund than any other part of India, though, perhaps, owing to special circumstances, the salt tax may press more heavily on some parts of Oude and the North-Western Provinces than on Bengal; that, while the *rates* of taxation are thus higher in Bengal than elsewhere, the *proceeds* of taxation are still more in its favour, being such as (without customs) do more than cover the whole of the charges of the local administration. If, therefore, fresh taxation is necessary, the Lieutenant Governor cannot but urge that it ought to be imperial and not provincial, seeing that, in the words of Mill, the whole of the land revenue, up to the limits to which, including cesses, it has been raised, is, both within the permanently and temporarily settled provinces, not taxation but "a rent charge, and is as if the State had retained not a portion of the rent but a portion of the land. It is no more a burthen on the landlord (and *à fortiori* on the province) than the share of one joint tenant is a burthen on the others. The landlords are entitled to no compensation for it, nor have they any claim to its being allowed for, as part of their taxes."

29. Assuming, however, that the Government of India should maintain the position that Bengal is to be specially taxed, the Lieutenant Governor would still urge that the general principle of the equality of taxation should not be lost sight of within the province itself. On what ground can a special tax *upon land only* be justified? Previous to the Income Tax Act of the present year, it might have been, perhaps, argued that, industry and trade being specially taxed by the License Tax, a special tax on land would only restore the equilibrium of taxation, but this plea can be urged no longer. The only grounds which can, in the Lieutenant Governor's opinion, fairly be urged in behalf of a special tax upon land are—(1) that the land will derive special advantages from the expenditure

* The case may be represented in an equally striking manner as respects Bengal, the North-Western Provinces, and the Punjab, by referring to the figures of the Budget Estimates for 1867–68. These figures show that while the net receipts in Bengal from abkaree, assessed taxes, salt, and stamps were more than twice the receipts from the same sources of the North-Western Provinces, and nearly three and a-half times those from the Punjab, the net sums allotted to the three Governments respectively, for expenditure on Public Works Ordinary, Administration and Public Departments, Law and Justice, Police and Education, were approximately as 100 to Bengal, 73 to the North-Western Provinces, and 50 to the Punjab.

expenditure proposed from the tax; (2) that the obligation in question was definitely reserved as a charge upon the land at the permanent settlement, so that each landowner has, unquestionably, obtained his land, by purchase or otherwise, subject to this charge. This points to a marked distinction between the two objects for which the cess has been proposed. It may be argued, perhaps, that local roads will have a decided tendency to increase the value of the land near which they pass, but it cannot surely be urged that the education of the masses was contemplated, at the time of the permanent settlement, as a charge upon land. Indeed, taking a narrow view of the interests of the landowners, it might be argued that, for some time at any rate, the spread of lower class education would be against their interests, inasmuch as it would tend to reduce the irregular power which they are now able to wield, and to raise the price of labour, from the cause referred to by the Landholders' and Commercial Association, viz., that men of the pen will not, in many districts, have anything to say to manual labour, and that, therefore, the more they increase in number the greater becomes the daily increasing difficulty, in many parts of the Lower Provinces, in procuring labour.

30. If any tax is to be imposed for the education of the lower classes, the Lieutenant Governor can only, in the interests of justice, recommend that it be general. It seems as clear, from the arguments enumerated by Mill, that the principle of equal taxation would be violated by a special educational cess on land only, in the permanently settled districts, as it is that it has not been in any way violated by the special cesses elsewhere. This being the conclusion at which the Lieutenant Governor has arrived, he would, notwithstanding the decisive tone of the letters of the Governor General in Council, earnestly entreat a reconsideration of the question. He has further to urge that it is impossible to conceive any measure that would make education more unpopular than a special tax for its maintenance. The Government of India is, no doubt, aware that large endowments are frequently made in Bengal for educational purposes. A reference to the last Report of the Director of Public Instruction will show that, besides many minor donations, Baboo Doorga Churn Laha gave, during the year reviewed by it, half a lakh of rupees for educational purposes, while Mr. Williamson bequeathed a lakh of rupees for schools in Assam. Since then, two wealthy gentlemen, who have been lost to the community, the late Baboo Prosono Coomar Tagore, C.S.I., and Baboo Saroda Persad Roy, Zemindar of Chuckdighee, have made liberal bequests to education, and there is every reason to believe that the good example will be more and more generally followed if things remain as they are. On the other hand, if a tax be imposed, it will almost certainly turn the current of feeling strongly against education.

31. Were the Lieutenant Governor the only advocate of this view, he would feel more reserve in pressing it upon the Government of India, but he may, perhaps, be permitted to remark that, while the Governor General in Council has very strongly insisted on the necessity of a cess for educational purposes in the letters under reply, the conflicting proposals which these letters contain, as well as the impracticability of all of them, show clearly that the difficulties of the question had not been fully perceived. On the other hand, the proposal to levy a cess has been laid on previous occasions before various authorities, and the conclusion hitherto invariably arrived at has been adverse to the expediency of it. In a letter, No. 267, of the 21st January 1859, the Government of India raised the question of providing for lower class vernacular education by other agency than the grant-in-aid rules, and the then Lieutenant Governor, Sir F. Halliday, in his minute of the 24th March 1859, wrote: "If, then, the suggestion for the establishment of similar schools in these provinces implies that they are to be like the Hulkabundee Schools in the North Western Provinces, founded on a compulsory cess, I should desire to dissent from the proposition on the ground of the doubtful policy of attempting such a levy." In answering that letter, the Governor General in Council wrote: "As regards the establishment of Hulkabundee Schools, his Excellency in Council quite agrees with Mr. Halliday, that *a cess for the encouragement of education cannot be imposed in Bengal.*" No. 1020, of the 17th May 1859.

32. Before, however, this correspondence had reached England, the then Secretary of State, Lord Stanley, had raised the question in his Despatch of the 7th April 1859. In the 52nd paragraph of that Despatch his Lordship wrote: "The several existing inspectors of schools in Bengal are of opinion that an education rate might, without difficulty, be introduced into that presidency, and it seems not improbable that the levy of such a rate, under the direct authority of the Government, would be acquiesced in with far more readiness and with less dislike than a nominally voluntary rate proposed by the local officers." The report of the Government of Sir John Peter Grant on this Despatch is dated the 19th October 1860. In it he proposed the scheme of vernacular education which has, with certain important modifications, become the present improved Patshala system. In paragraph 21 it is said—"Considering the new schemes of taxation now being everywhere introduced, the Lieutenant-Governor is opposed to any attempt to impose any special cess for any educational purpose. By the present system the people pay for the chief cost of vernacular schools. The aid to be given by Government may fairly come from the general revenues." In reply (21st September 1861) the Government of India directed the next year's budget to be prepared in accordance with Sir J. P. Grant's scheme, and though the possibility of a difficulty in providing all the requisite funds was referred to, the general tenor of the letter shows that the then Government of India agreed with the Lieutenant Governor as to the inadvisability of a special cess. It thus appears that

that two Lieutenant Governors have already given their attention to this question, and that they have been both opposed to the levy of a cess, while the Government of India has once categorically and once in general terms concurred with their views.

33. Fortified with this weight of authority, the Lieutenant Governor feels justified in expressing his conviction that a special tax for education in the permanently settled districts is very unadvisable. His Honor cannot but think that the broad distinction which is often drawn between the forward state of higher and middle class education in Bengal, and the backwardness of mass education, does not rest on any clear and well defined basis. It is very important that a clear idea shoud be formed of what is meant by the term education for the masses. If it is meant that an *opening* should be afforded, even to the very lowest classes, to rise in the social scale and reach an honourable and lucrative position, the Lieutenant Governor must maintain that this opening already exists. There are very many schools at which an elementary education can be obtained at almost, and in some schools at absolutely, no cost whatsoever, and to these elementary schools vernacular scholarships are open, leaving it quite possible to a successful candidate to rise from one form of scholarship to another, and by that means to obtain the very highest education. This, however, is not the meaning which his Honor supposes to attach to education of the masses. He presumes that all such education as is based upon the reasonable and probable expectation of obtaining a living by the pen, or by what is commonly though not very correctly described as intellectual opposed to manual labour, would not, however elementary in its character, be regarded as education of the masses, since whatever may be the actual status of the recipients, their object is to use their education as a means to separate themselves from the masses and rise above them. The term "mass education" is doubtless meant to be applied to instruction which the lower classes can be prevailed upon to receive, not with a view (except perhaps an exceedingly remote and possible hope) of leaving the masses, but of improving their intellectual status in the masses, of remaining agriculturists, labourers, or artizans as before, but with some knowledge of reading and writing and elementary arithmetic. Whatever view is adopted, however, the distinction between the two possible meanings of education of the masses is a very clear one, and, if it is kept in mind, the Lieutenant Governor believes that the inexpediency and inutility of a cess for effecting the education of the masses in either sense may be shown.

34. If the first sense is adopted, it is evident that the education of the masses in Bengal, and it is believed in other parts of India too, cannot be extended beyond a very small per-centage of the entire population. In an agricultural country like Bengal, intellectual labour (using the word intellectual in its popular rather than in its strict meaning) cannot afford a living to more than a very small per-centage of the population, leaving the vast majority to obtain a livelihood, as hitherto, from manual labour. The hope and prospect of being within the successful circle would, no doubt, operate to widen somewhat the area of education directed to this end; but the ordinary laws of supply and demand must assert themselves in the long run, and it is clear that education, built upon such a motive as this, must always be unsuccessful in penetrating beyond a small fraction of the population. The Lieutenant Governor is by no means certain that this point has not been already reached in many parts of Bengal. There is reason to believe that all the avenues to intellectual employment are already filled full, while many cannot obtain the employment for which their education qualifies them. With only one in 328 of the population at school, as shown in Mr. Howell's note, this may appear open to question, but in that computation no account is taken, not only of the very numerous indigenous schools and toles scattered over the country, but even of the private schools unconnected with Government, taught more or less on the European method. The indigenous schools were estimated by Sir J. P. Grant on Mr. Long's calculation to be 30,000 in number, and if only 10 pupils be allowed to each, this would raise the per-centage of education to over one per cent., that is nearly 10 per cent. of *boys* of an age to be at school. The Governor General in Council will, it is hoped, observe the testimony of a missionary, referred to in paragraph 16 of Mr. Chapman's letter, enclosed herewith, that his experience shows more readers among the masses in Bengal than in the North Western Provinces, though, according to Mr. Howell's paper, education to that extent should be much more extended in the North Western Provinces. The Lieutenant Governor believes that the missionary is correct, and that the fact is due to the far greater extension of indigenous schools in this part of India. No doubt these schools might be improved, and many of them could be brought under Government control by the agency of a cess, but the Lieutenant Governor must represent that, to levy a special educational tax for the purpose of improving a certain number of indigenous patshalas, or supplanting them with new patshalas, would be extremely inexpedient. *If, then, this view of* mass education be taken, the Lieutenant Governor believes that no more remains to be done in Bengal in this direction than in other parts of India, and that such improvements as are needed will work themselves out by the gradual progress of time.

35. If, however, the other view of mass education be taken, the Lieutenant Governor, while he admits freely that there is little or none of such education in Bengal,* must beg leave

* The Lieutenant Governor cannot refrain from quoting here a forcibly expressed, and in his judgment a very true, passage from a Minute recorded by one of his predecessors.

"I have avoided in this Minute the use of the expression 'the masses,' although I might have quoted for it the authority of the Education Despatch of 1854. But I think it has in some quarters led to misunderstanding, and may cause consequent disappointment. Some have understood from it that the Government contemplated the immediate

leave to doubt whether there is more of it in other parts of India, and in any case he feels confident that a cess such as that proposed will entirely fail to accomplish it. The largest per-centage exhibited by any Presidency, in the table prefixed to Mr. Howell's note, is that of Bombay, where only one in 139 of the population is at school. This evidently, by itself, does not indicate the existence of mass education in the second sense of the word. Judging from this part of India, it seems likely that the passion for employment is the most probable mainspring of this education, and considering the commercial wealth of the Bombay Presidency, there is nothing to prevent it supporting, from intellectual labour, a sufficient per-centage of the population to encourage this extent of education. But in any case a cess of the kind proposed is quite inadequate to support mass education, taking the word in the second sense. No cess upon the land in the permanently settled districts that can reasonably be contemplated would realise, at an extreme computation, more than 10 lakhs. If half of this were devoted to education, it would only multiply three or four fold the number of primary schools now in existence, and as indigenous schools already occupy this field, and would gradually disappear as the others advanced, the result would probably be nothing more than the substitution of the European for the indigenous method of primary education, while the masses would remain practically untouched.

36. The Lieutenant Governor cannot but think that the difference which exists between the state of education in Bengal and other parts of the empire is due far more to the circumstances of the provinces than to any educational cess. Owing to the operation of the Permanent Settlement, Bengal contains, scattered throughout the different classes of its population, many persons who have acquired more or less of an independence from the profits of the land surrendered by Government in that measure. Assuming that in the permanently settled districts of the Lower Provinces the share of the rents which is received as revenue by Government is not more than 25 per cent., and that if those districts were now open to settlement the Government would take 50 per cent. of the rents, the State is annually losing about 2½ crores of rupees, which would come into its coffers if Behar and Bengal Proper were not permanently settled. As already pointed out, this wealth cannot be now traced, but it exists, and the results of taxation in Bengal as contrasted with other provinces, show it. The persons thus raised to comparatively easy circumstances readily appreciate the advantages of an English education, and insensibly draw all the efforts of Government into that channel as soon as their aspirations rise above the level of the indigenous schools. Hence, higher class education has in Bengal a strength of its own which has yet been found in no other part of India, and this consideration, if the cause of it is rightly inferred, seems to the Lieutenant Governor to afford an indication of what the State is entitled to expect from those who have profited by the Permanent Settlement. As higher education in Bengal, owing to the existence of this class and to the greater progress of trade and civilisation, is more required, it should be more conceded; but the economy in higher education resulting from the appropriation, by the class demanding it, of the increased value of the land since the Permanent Settlement, should, to some extent, compensate for the greater expense in lower class education which is unavoidably owing to Government having abandoned those profits and being unable to increase its rent-charge. It will be found that hitherto this condition has been well fulfilled. Contrasting with one another the five principal Governments, the expenditure on education for the 11 months of 1866–67, is as follows:—

1. 1866–67.	2. From Imperial Funds.	3. From *Cesses*, Private Sources, and Fees.	4. Total.	5. Per-centage of Column 3 to Column 4.
North Western Provinces - - -	7,74,009	4,57,286	12,31,295	37·1
Punjab - - - - - - -	5,62,654	3,86,409	9,49,063	40·7
Bombay - - - - - -	9,16,678	6,01,629	15,18,307	39·6
	From Imperial Funds.	From Private Sources and Fees.	Total.	Per-centage of Column 3 to Column 4.
Bengal - - - - - - -	13,85,762	9,04,929	22,90,691	39·5
Madras* - - - - - - -	6,16,074	1,16,090	7,32,164	15·8

* It is believed that there is no compulsory cess in Madras.

This

instruction in, at all events, the arts of reading and writing and the rudiments of learning, of all the poorest people of India, the hewers of wood and drawers of water over all this continent; and, by persons so understanding it, plans have been expected which were to provide for this vast purpose, and occasional peevish censures have been uttered because of the delay to enter upon a work supposed to be essentially and indispensably required.

"To me all this appears absolutely visionary. It is more than has yet been attained in England, and is more than the social and economical condition of India could for many a season permit us to attain here, even if the Government had yet men and means to attempt it. We must feel our way and go as low as we can, educating or showing how to educate where there seems to be a call for education, and stimulating and encouraging the production of such a call; but not forcing education upon our subjects against their present wishes, and against the very necessities of their existing condition. After all we can do, there will remain millions of our subjects to whom, and to whose children and children's children, education is and will be a thing hopelessly incompatible with the stern and pressing needs of a pauperised and precarious existence. And these are in fact 'the masses' for whom we are expected to propose Utopian plans of enlightenment and intellectual elevation."

This shows that, up to the present time, the proportion which local expenditure bears to State expenditure on education of all kinds, is as great in Bengal as elsewhere, and if allowance be made for private colleges and schools, indigenous schools and toles to which the State contributes nothing, and which are believed to be proportionately more numerous in Bengal than elsewhere, the comparison will be still more favourable.

37. The Lieutenant Governor therefore earnestly hopes that the orders of the Government of India to impose a special tax for education in Bengal may be re-considered, and the grant sanctioned on the same footing as heretofore. His Honor has no doubt that a moderate annual increase to that grant will be required, to enable the present scheme for establishing improved patshalas to be extended; but, on the other hand, he is fully prepared on his part to do all in his power to reduce that increase by calling upon private munificence to bear a continually increasing share in the expenses of higher education.

38. The case of roads is in many respects different. There is no doubt that Bengal has not been treated as liberally as other parts of the empire in respect to civil public works, in proportion to its area, population, and income; but looking at the financial exigencies of the State, and at his earnest protest against an educational tax, his Honor is prepared to admit the necessity of a local tax upon land for the maintenance and construction of local roads. Such roads may be expected directly to benefit the land which will be taxed for their construction, and therefore in selecting it specially for taxation, no breach is committed of the equitable principle of equality of taxation. As already pointed out, the tax must be imposed on all persons who share in what is understood under the ordinary acceptation of the term, "rent of the lands," in political economy. Any form of tax, however, which would require a complete scrutiny or survey would defeat its own object by the expense which it would involve, and of all the suggestions which have been made, the Lieutenant Governor is inclined towards the plan discussed in Mr. Chapman's letter, viz., a uniform acreage tax (notwithstanding the extreme difficulty of arranging the details of such a tax with any approximation to equality). It might be necessary to exempt, or assess at a diminished rate, large tracts of permanently settled jungle such as are to be found in Bancoorah, Mymensingh, and elsewhere; but where jungle or bad land forms only an inconsiderable part of an estate, the inequalities of incidence would tend to correct each other, and the rate would be so low as to render such inequalities as remained of secondary importance. It would be desirable to expend in each district, or at least in each division, the amount raised in it, and as the benefit of roads is so tangible that all can appreciate it, the Lieutenant Governor hopes that a cess for this purpose would be far less unpopular than one for education. It would probably be possible to remove all tolls (though it might not be advisable to remove ferries), which are undoubtedly a source of great extortion and inconvenience in many places, and this would tend to reconcile people to the new tax. The tax must be entirely payable by the immediate payers of revenue, who should be entitled by law to collect a somewhat reduced amount from subordinate proprietors.

39. Until the Lieutenant Governor knows whether this proposal meets with the approval of the Governor General in Council, it is unnecessary to consider the details further.

I have, &c.
(signed) *H. L. Dampier,*
Secretary to the Government of Bengal.

From *H. L. Dampier,* Esq., Officiating Secretary to the Government of Bengal, to the Secretary to the British Indian Association,—No. 1521, dated Fort William, the 13th May 1868.

I AM directed to forward copy of a letter, No. 237, dated 25th April, addressed by the Government of India to this Government, and to request that it may be laid before the Association.

2. The Lieutenant Governor has no doubt that their own knowledge of the requirements and circumstances of these Provinces, no less than the comparative statistics given in the letter from the Government of India, will lead the Association to give a ready assent to the conclusion that it is necessary to adopt effective measures for extending the "elementary education of the agricultural classes which form the great mass of the population."

3. The 6th paragraph of the letter from the Government of India expresses strongly the conclusion of the Governor General in Council that means for such an extension must not be looked for from the State. On the other hand, the Lieutenant Governor is satisfied that any attempt to raise so large a sum as is required under the name of voluntary contributions would be objectionable and futile.

4. It remains, therefore, to consider the means of carrying into effect the alternative measure which is suggested by the Government of India, viz., to raise the necessary funds "from the proprietors of the soil as a separate tax for special local purposes." That a tax specially levied for the education of the agricultural classes should fall on the land is evident. The reasons given in the 9th and 10th paragraphs of the letter from the Govern-

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ment of India against levying such a tax in the shape of a per-centage on the Government demand are so strong as, in the opinion of the Lieutenant Governor, to outweigh the great convenience and simplicity with which such a per-centage could be levied. Obviously, the only equitable mode of levying the tax will be to impose it on the actual profits which are now drawn from the land, and to distribute its incidence in proportion to the share of those profits which is derived by the possessors of every beneficial interest in the land, whether he be zemindar, lakhirajdar, putneedar, farmer, holder of an intermediate tenure of any description, or actual cultivator occupying his land without paying rent at the full market rate of the present day, that is, at any rate of rent short of that which would be demanded for it from a tenant-at-will.

5. It remains for this Government to decide upon the most practicable and equitable means of assessing such a tax, and on the most economical and least vexatious mode of collecting it. On both these points the views of the Association would derive value from their special knowledge and the position they occupy; and the Lieutenant Governor desires me to request that he may be favoured with such suggestions as they may think proper to make.

6. A portion of the tax when imposed would be devoted to meeting the local requirements for the maintenance and improvement of communications, which have grown to such an extent as to exceed any provision which can be made for them from the Imperial funds.

A full REPORT of the Public Meeting on the Education and Road Cess Question.

PURSUANT to advertisement, a public meeting of landholders and others interested in the land was convened in the Hall of the British Indian Association on Wednesday last, the 2nd September 1868, at 4 p.m. The meeting was crowded to overflowing, almost all districts being represented by the leading zemindars thereof or their agents and representatives. Among others, there were Baboo Romanauth Tagore, Rajah Norendra Krishna, Kumars Suttyanund Ghosaul, Hurrendra Krishna, and Porandra Deb Roy, Baboos Joykissen, Mookerjea, Degumber Mitter, Sreegopaul Paul Chowdry, Rajrajeshur Paul Chowdry, Radhamohun Dey Chowdry, Radhanauth Dey Chowdry, Sarodaprosono Mookerjea, Sreenauth Mookerjee, Kassinauth Biswas, Chunderkant Roy Chowdry, Brindabun Chunder Sircar Chowdry, Tarucknauth Mookerjea, Kissenkissore Ghose, Woopendra Mohun Tagore, Punna Laul Seal, Dwarkanauth Mullick, Brojobundo Mullick, Upendromohun Nundy, Dwarkanauth Biswas, Judoolaul Mullick, Ragendralaul Mitter, Kissory Chaund Mitter, Chundermohun Chatterjea, Chunder Coomar Chatterjea, Issurchunder Ghosaul, Annadopersaud Banerjea, Juggodanund Mookerjea, Ashootosh Chatterjea, Koylash Chunder Deb, Koonjolaul Banerjea, Bhowbany Churn Nundy, Dr. Mohendrolaul Sircar, Kallymohun Doss, Mohendrolaul Shome, Buddun Chunder Dey, Girish Chunder Ghose, Debendro Dutt, Shumbhoo Chunder Mookerjea, Persaud Doss Dutt, Amrendranauth Chatterjea, Grish Chunder Doss, Pearymohun Mookerjea, Neemchand Roy Chowdry, Callycoomar Doss, Callychunder Roy Chowdry, Shamasunkur Roy Chowdry, Hurrykissore Acharjee Chowdry, Mr. S. Hogg, Mr. Davis, Major Graham, Rev. Dr. Mitchell, Rev. Mr. Long, Dr. Robson, &c.

Rajah Norendro Krishna moved that Baboo Romanauth Tagore take the chair.

The Chairman then requested Baboo Kristodoss Paul to read the requisition, which runs as follows:—

"The Government of India having lately mooted the question of levying a cess upon the landed classes in Bengal, for the promotion of vernacular education among the masses, and for the construction of roads, the Government of Bengal has requested the British Indian Association for an expression of opinion as to the most practicable and equitable means of assessing such a tax, and the most economical and least vexatious mode of collecting it. The Government of Bengal in its letter, dated 13th May last, remarks:—

"'Obviously, the only equitable mode of levying the tax will be to impose it on the actual profits which are now drawn from the land, and to distribute its incidence in proportion to the share of those profits which is derived by the possessors of every beneficial interest in the land, whether he be zemindar, lakherajdar, putneedar, farmer, holder of an intermediate tenure of any description, or actual cultivator occupying his land without paying his rent at the full market rate of the present day, that is, at any rate of rent short of that which would be demanded for it from a tenant-at-will.'

"As the question is likely to affect all classes of the population having any interest in the land other than that of a tenant-at-will, the Committee of the British Indian Association have resolved to take the general sense of the community before replying to the letter of the Government. They accordingly hereby convene a public meeting of the community interested in the land, at the Hall of the Association, No. 1, Larkin's-lane, on Wednesday the 2nd September 1868, at 4 p.m., for the expression of their opinion on the subject."

The Chairman said, "The gentlemen present had doubtless heard of the death of an esteemed member of his family, which had affected him so much that he was not in a fit condition to do justice to the honour conferred upon him. He would, however, do his best, and if he could, he would claim their indulgence."

Baboo Kristodoss Paul then intimated that he had received letters from several gentlemen in the mofussil and in the town, expressing their regret for their inability to attend the meeting, and stating their objections to the proposed cess. The following letters were then read:—

From Rajah *Shuttschurn Ghosaul Bahadoor*, C.S.I, of *Bhookoylass*, to the Honorary Secretary to the British Indian Association; dated Chandernagore, the 1st September 1868.

WITH reference to the public meeting convened by you at 4 p.m. to-morrow, the 2nd instant, at the Hall of the British Indian Association, to consider the subject of education and road cess which the Government proposes to impose upon all landholders, I regret to state that ill-health prevents me from attending the meeting and taking any active part in it; but I have no hesitation to state that the proposed cess of two per cent. on Government land revenue in permanently settled estates will be an infringement of the rights of zemindars of such estates. The imposition of the income tax might be cited as an instance when the solemn pledge of Government with zemindars of the permanently settled states was violated, but that was at a time of emergency; in the present case no such plea could reasonably be assigned, consequently we should strenuously oppose the levying of such an imposition.

As regards the education of the masses, I can venture to say that the zemindars are not behindhand in bearing certain portion of the expenditure with Government where the people express their willingness to have such institutions; consequently I am afraid it will be too premature to impose any cess for the advantage of a few at the sacrifice of a greater number, and at this moment while people have commenced to appreciate the advantages of education and are exerting themselves to establish and support educational institutions for their poorer neighbours by voluntary contributions, it will be a matter of regret if any action be taken by Government to impede this much-desired progress.

Regarding the road cess, I beg to observe that local taxes, such as a ferry fund, district, and other municipal taxes, and private contributions are sufficient to meet the local necessities for the present, and any imposition on this head is also inexpedient and impolitic.

With these few observations, I beg to leave the matter entirely in the hands of the meeting for discussion, and adoption of such measures as will be deemed advisable.

In conclusion, allow me to request the favour of your bringing this my view to the notice of the meeting.

From Rajah *Kalikrishna Bahadoor*, of *Shobhabazar*, to the Honorary Secretary to the British Indian Association; dated the 2nd September 1868.

I REGRET exceedingly that owing to ill-health I cannot attend the public meeting convened for this afternoon for the consideration of the proposition of the Government for the levy of a cess on the land for the promotion of vernacular education among the masses, and for the construction of roads.

I fully appreciate the benevolent objects of the Government, but I am not prepared to admit that a compulsory tax is necessary for the furtherance of those objects. The annual reports of public instruction in this province show that the wealthy and educated classes are by no means backward in promoting the education of the masses, and that the only cause of regret is the smallness of the Imperial grant to Bengal for education compared to the large revenue it yields.

As for local roads, diverse local funds are raised for that purpose, and a fresh tax is therefore quite unnecessary. I must again say that Bengal does not get a fair share of the Imperial revenues for the improvement of its roads and communications.

I need hardly observe that a cess on the land for education and roads would be a direct infringement of the permanent settlement. It is certainly the duty of all classes of the community interested in the land to submit to the Government their respectful remonstrance against any encroachment on what I may call their Magna Charta, and I cannot believe that the Government, which is justly jealous of its high character for good faith, will turn a deaf ear to their appeal.

I shall feel obliged if you will have the goodness to submit my views to the meeting.

From Baboo *Chuchen Laul Roy*, of *Chuckdigee*, to the Honorary Secretary to the British Indian Association,—No. 228; dated Chuckdighee, the 1st September 1868.

IN reply to your letter of the 13th May last, I have the honour to state as follows:—

I consider the plan of raising an educational tax in Bengal, similar to that now paid in the permanently settled districts of the North Western Provinces, to be neither expedient nor feasible.

The question of the possibility of the measure has, I presume, reference only to suggested voluntary taxation. Of course, if a law were passed adding two per cent. to the revenue now

now derived from each estate, the increase would necessarily be paid as regularly as the present land revenue.

As to the expediency of levying the tax from the landholders, like myself, by legal enactment, I hold that a tax of this nature would, under all circumstances, be an infringement of the permanent settlement, as it would be simply adding to land revenue now paid by me because I am a landholder, while the rest went free.

Again, I cannot see that the burden of the support of vernacular education should fall on landholders like myself more than others, "say wealthy bankers or holders of Government papers," the well-to-do members of the community. The latter are, in fact, at least as likely as the former, benefited by the spread of education, and are quite as well able to bear a share in the expense.

Moreover, it seems to me it would be unfair with reference to the unequal way in which the land revenue now bear, to take such revenue and not the actual profits of the estate as the basis of the tax.

Educational progress has of late years been made, and is now being made in Bengal, and the lower classes are gradually, though slowly, being reached. No year passes in which new schools are not established by the liberality of natives, and many more gentlemen would, I feel sure, be willing to assist if properly and judiciously applied to by the local educational authorities, or if due notice were taken by Government of such display of public spirit.

A letter in Bengalee from Baboo Soorjeepersaud Acharjea Chowdry of Mooktagacha was also read. A note in Bengalee was also put in by Baboo Chunder Kant Roy Chowdry of Bursia Bahala. Letters from several other zemindars were also laid on the table.

The Chairman then addressed the meeting to the following effect:—He said it was very pleasing to him to see the meeting so numerously attended by all classes of the community; this fact disproved the assertion that patriotism was unknown to his countrymen. He trusted the day would soon come when his countrymen would pay more attention to questions of public importance, instead of wasting their time upon caste movements, which only retarded the social and moral progress of the people. He would briefly state the objects for which the meeting had been called. On or about the 20th May last, the British Indian Association had received a letter from the Government of Bengal, enclosing one from the Government of India, in which his Excellency proposed to levy a cess of two per cent. upon landed property in Bengal, for the purpose of defraying expenses of vernacular education for the masses, and for the construction of roads. In his letter his Excellency stated that if this cess were imposed, it would not be an infringement of the permanent settlement. With all submission to his Excellency, he (the Chairman) must confess that he entertained a different opinion, and in confirmation of his view he would read to the meeting a few sections from Regulation I. of 1793, which were as follows:—

"Section III.—The Marquis Cornwallis, Knight of the Most Noble Order of the Garter, Governor General in Council, now notifies to all zemindars, independent talookdars, and other actual proprietors of land paying revenue to Government, in the Provinces of Bengal, Behar, and Orissa, that he has been empowered by the Honourable Court of Directors for the affairs of the East India Company, to declare the jumma which has been or may be assessed upon their lands under the regulations above mentioned, fixed for ever.

"Section IV.—The Governor General in Council accordingly declares to the zemindars, independent talookdars, and other actual proprietors of land, with or on behalf of whom a settlement has been concluded under the regulations above mentioned, that at the expiration of the term of the settlement, no alteration will be made in the assessment which they have respectively engaged to pay, but that they, and their heirs, and lawful successors, will be allowed to hold their estates as such assessment for ever.

"Section VII.—The Governor General in Council trusts that the proprietors of land, sensible of the benefits conferred upon them by the public assessment being fixed for ever, will exert themselves in the cultivation of their lands, under the certainty that they will enjoy exclusively the fruits of their own good management and industry, and that no demand will ever be made upon them, or their heirs, or successors by the present, or any future Government, for any augmentation of the public assessment in consequence of the improvement of their respective estates."

By way of confirmation of his views, he (the Chairman) read extracts from some of the Minutes of the authors of the permanent settlement. Lord Cornwallis in his Minute dated the 18th September 1789, said as follows:—

"I may safely assert that one-third of the Company's territory in Hindustan is now a jungle inhabited only by wild beasts. Will a ten years' lease induce any proprietor to clear away that jungle, and encourage the ryots to come and cultivate his lands, when at the end of the lease he must either submit to be taxed *ad libitum* for the newly-cultivated lands, or lose all hopes of deriving any benefit from his labours for which perhaps by that time he will hardly be repaid?"

Again,—

"This argument is founded on a supposition that when the zemindars are convinced that the demand of Government on their lands is fixed, they will adopt measures

for the improvement of them, which they will not have recourse to so long as that demand is liable to occasional variation, and consequently strongly points out the expediency of a permanent settlement, and declaring to the landholders as soon as possible that the conclusion of a permanent settlement with them is the object of the Legislature in England as soon as it can be effected upon fair and equitable terms."

His Lordship in Council wrote to the Court of Directors under date the 6th March 1793, as follows:—

"Varying the assessment on the lands is not the mode of carrying into practice the maxim that all subjects of a State ought to contribute to the public exigencies in proportion to their incomes." Again, "if at any future period the public exigencies should require an addition to your resources, you must look for it in the increase of the general wealth and commerce of the country, and not in the augmentation of the tax upon the land."—(Letter to Court of Directors, 6th March 1793.)

Mr. Law, collector of Gya, had proposed the reservation of a power to Government to increase the demand upon the land in times of emergency. Sir John Shore, afterwards Lord Teignmouth, thus remarked in his Minute dated the 8th December 1789, in reference to this suggestion:—

"But the perpetuity of assessment is qualified by Mr. Law, by the introduction of a clause, that the proprietors of mokururee tenures shall be subject to a proportion of general addition, when required by the exigency of Government. This qualification is, in fact, subversion of the fundamental principle; for the exigencies not being defined, a Government may interpret the conditions according to its own sense of them; and the same reasons which suggest an addition to the assessment, may perpetuate the enhancement. The explanation given by Mr. Law to this objection is, that temporary extraordinaries must have temporary resources, and even land at home is liable to a general tax during war, but the land tax in England does not bear a proportion of nine-tenths to the income of the proprietor.

"Notwithstanding the explanation, I shall consider the qualifying clause as either nugatory or pernicious, and as standing in direct contradiction to the principle of a mokururee settlement. The very term implies an unalterable assessment; and if the explanation be founded on necessity, it is decisive against the perpetuity of it.

"I deem the proposition of mokururee settlement, subject to an increase upon an exigency, solecism; and that permanency must be given up, or the clause withdrawn."

Such was the opinion of the authors of the permanent settlement. Let us see what was the judicial construction of it. In the official reports of the decisions of the Sudder Dewany Court for 1848 (page 460), he (the Chairman) found the judges, Messrs. Tucker, Barlow, and Hawkins, judicially declaring, "It is a narrow and contracted view to suppose that the permanent settlement consists in nothing more than the obligation on the part of the zemindar to pay a certain amount of revenue annually to the Government. The settlement is a compact by which the zemindar engages on his part to pay a fixed amount of revenue to the State; and the State on its part guarantees to the zemindar, by means of its judicial and fiscal administration, the integrity of the assets from which that revenue is derived, and which in fact constitute the Government's own security for the realisation of revenue." He (the Chairman) would read one more extract. It occurred in a letter of Mr. Campbell, late Commissioner of Burdwan, and now a member of the Board of Revenue, an officer of great experience and judgment, in reference to the present question of education cess:—

"As to the *expediency* of levying the tax from the landholders by legal enactment, I hold that a tax of this nature would under all the circumstances be an infringement of the permanent settlement (and therefore highly unjust and impolitic), as it would be simply adding to the land revenue now paid by a landholder, because he was a landholder, while the rest of the community went free."

Thus it was clear that when the revenues were fixed for ever, it was not contemplated to add one cowrie to the assessment. He (the Chairman) hoped that the meeting would now see that the proposed cess would be a direct infringement of the permanent settlement; a covenant which the Government was bound legally, morally, and constitutionally to maintain in its fullest integrity. With regard to the education of the ryots, there could scarcely be two opinions, all landholders who were alive to their own interests should come forward, and give education to their tenants. But the question was whether the ryots, he meant actual cultivators, were at present prepared to receive education. His (the Chairman's) experience was, that they would sooner send their children to the fields to work than to the schools. If this cess were levied, and submitted to quietly, it would seem to the world that the landholders were unwilling to establish schools for the education of their ryots, and that the Government had been forced to take the matter into their own hands. This was not the case, for every sensible zemindar was aware of the advantages of education of his people, and numbers of schools had been established by them all over the country. Instead of a compulsory cess, it would be better that education should be given under the grant-in-aid system which had hitherto worked remarkably well. With regard to the subject of the construction of roads, the people already contributed largely in the shape of local taxes such as tolls, ferry funds, chowkeedaree tax, municipal taxes, and would have again

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to pay Mr. Dampier's new tax, and if fresh taxes were still levied for roads, he did not know where they would stop. Apart from these local taxes, there were the Imperial revenues, which he was of opinion could not be applied to a better purpose than the opening up of roads and communications for the advancement of the material well-being of the people. If commerce were increased and the resources of the soil developed, and roads were primarily necessary for that purpose, the people would be benefited, and the Imperial exchequer enriched.

Rajah Narendra Krishna moved the first Resolution, which was as follows:—

> "That this meeting, while recognising the necessity and importance of popular education, is of opinion that the present voluntary system, seconded by grants-in-aid, which have given an unprecedented impetus to the progress of education of all classes in this Province, is better calculated to accomplish the object in view than compulsory taxation."

Baboo Degumber Mittra, in seconding the motion said, "He believed it was not necessary for him to detain the meeting by attempting to prove that it was the duty, as it was the interest of the community to promote by every legitimate means the moral and intellectual elevation of its members. That was accepted as a truism, and it would be a mere waste of time to dwell on it at length. Even in a low Benthamite utilitarian point of view, the education of the people could not but be admitted as an absolute necessity for the welfare of the community. No man, however fortified with material and mental advantages he may individually be, can with impunity be indifferent or apathetic to mental degradation around him, for, the Baboo said, he doubted if the poison in the physical atmosphere of a locality could be more injurious to one living in it than that pervading its moral atmosphere. If this was true in the case of the individual, it was equally so in that of the community, and what was true of the community it must necessarily be so of the Government, which commands the aggregate power and resources of that community. It followed then that it was the sacred duty of every Government, be it aristocratic, or republican, or monarchical, which pretends to exist for the well-being of the governed, to promote by every means in its power the moral and intellectual advancement of those it has undertaken to rule. To say, the Baboo continued, as I am sorry our Government has in a hasty moment said, that it has never pledged to provide funds for the education of the people, is nothing more or less than to abdicate one of its most important functions, and to declare that it has never undertaken to find means whereby to promote the well-being, the peace, and the happiness of the millions entrusted to its care. It would in the present day be a matter of surprise for any Government to make such a declaration, and more so for one which has pre-eminently distinguished itself by its paternal solicitude for those committed to its charge, and which by its benign and enlightened rule has triumphantly proved to the world that its mission, under Providence, is to raise a fallen race, and to restore it to its true position amongst the civilised nations of the world. It is impossible, I repeat, sir, that with such a glorious and self-imposed task before it, the Government which it is our privilege, as it is our pride to call our own, should fail to recognise what is the only means for its successful accomplishment. But the fact is, sir, it has never done so. On the contrary, from the days of the Marquis of Hastings the education of the people has been uniformly admitted, both in words and deed, as one of the most important duties which our rulers owe to the country, and whatever may have been said in a hasty moment, I am sure no man can be more deeply sensible of this duty than the noble statesman who holds the helm of the State at the present moment. Even so late as 1859 that duty was acknowledged and impressed on the Government of India by Lord Stanley, in these memorable words: "That the task of providing the means of elementary Vernacular education for those who are unable to procure for themselves is to be undertaken by the State." Again, Sir John Peter Grant, another great statesman, when recommending his scheme of vernacular education, said that he was "opposed to any attempt to impose any special cess for an educational purpose," adding, "by the present scheme the people pay for the chief cost of Vernacular schools. The aid to be given by Government may fairly come from the general revenues." Thus, sir, we find that whatever might have been said in the letter which has led to this meeting, the State has not only affirmed the principle that it should undertake the task of educating the people, but that the charge thereof should be borne by the general revenues of the country. The question for our consideration therefore is not so much whether the Government should aid in the education of the people, but how that aid would be best directed towards the most successful development of popular education. I maintain, sir, that that object will be better attained by the voluntary system which has been inaugurated by the Education Charter of 1854, than by a compulsory one. In proof of this, I have only to ask you to refer to the results attained in the North-Western Provinces where this compulsory system has been in full swing for the last one-and-twenty years, and compare them with those of the voluntary system of Bengal. By a reference to the reports on public instruction in the Lower Provinces, I find that starting with 25 Anglo-vernacular and 54 vernacular schools in 1855-56, the voluntary system had brought into existence, in 1866-67, 403 Anglo-vernacular schools, 1,932 vernacular schools for boys, and 267 schools for girls, attended by 96,692 boys and girls. That is, in about 11 years Anglo-Vernacular schools have multiplied 16 fold, and the Vernacular schools 41 fold. (Hear, hear.) Let us turn now to the much vaunted compulsory system, and strange as it may appear, we find that in the course of one-and-twenty years, with the whole energy of an active Government, and the exertions of every fiscal officer enlisted on its side, the education of the masses has advanced only by two and one-fifth per cent. Would anything

condemn that system more emphatically than this? The fact may appear astounding, and some of you may feel incredulous; but, sir, it is but too true. If you will permit me I shall prove it by reading an extract from a book that I now hold in my hand. It is a report lately submitted to Government by our able and indefatigable inspector of schools, Baboo Bhoodeb Mookerjea, and gives a most vivid picture of the inelasticity and utter hollowness of the Hulkabundee schools. Adverting to the status of the pupils in the different Hulkabundee schools, the Baboo says:—

> "From the proportions (6·2 and 7·4 per cent.) which, in the above Table, the number of children attending school in the North West and the Punjab bears respectively to the number of children of a school-going age, it may be inferred that the day is yet very far distant when mass education will have become indeed a fact, even in those districts where the most strenuous exertions have been made with that view. The Government of the North-Western Provinces, in reviewing in 1845 the statistics of indigenous education, observed that in those provinces 4 per cent. of the children of a school-going age attended the indigenous schools. The advance made in the space of 21 years does not then appear to be very considerable. This will appear still more clearly if it be considered along with the circumstance which the census report, North-Western Provinces for 1865, has brought to light, that the population of those parts has not increased, if indeed it has not actually diminished since 1852, when the first census was taken. With a stationary population, and the means in the shape of a school cess at the disposal of the authorities, the education of the masses seems to have advanced by only 22 per cent. in the course of 21 years. Add to this the consideration that the rate of increase in the number of schools cannot continue to be as large as it has heretofore been, after the limits of the cess on which these schools are supported have been reached, and the task of educating the masses will appear to be very nearly a hopeless one."

Now, let us examine the financial results of the two systems. By referring to the same report we find that in 1866-67, while Bengal contributed under the voluntary system 9,04,929 rupees in fees and subscriptions, the compulsory system yielded only 2,97,720 rupees in cess, and possibly something more by a portion 88,044 rupees put down in the report under the head of endowments, subscriptions, &c. This shows that the voluntary aid in Bengal is three times better than compulsory cess in the North-West. But this comparison, favourable as it is, is not fair enough for Bengal. In the North-West the returns include all the indigenous schools which come under the influence of the Hulka circles; while in Bengal the indigenous patsalas, chatsalas, muktubs, mots, and Sanskrit and Arabic colleges are entirely left out of consideration. Of patsalas alone, according to the Rev. Mr. Long's letter, we have over 30,000; these at only 10 boys each would represent the educational medium of over three lakhs of boys, or more than five times the number taught in the whole of the North-West Hulka Circles. At a low estimate the cost of a guru in each of these patsalas may be taken at five rupees a month, or an annual expenditure of over 18 lakhs, voluntarily increased by the people for education. That sum represents six times the product of the obnoxious cess in the North-West. Add to it the expenses of the Sanskrit and Arabic colleges and other indigenous educational institutions of the country, as well as the nine lakhs which appear in the education report as the people's contribution to education, and you will find at least 30 lakhs as the fruit of the voluntary system of Bengal. I challenge the most thorough-going upholder of the compulsory system to show something approaching to this under their rule. It may be said that education given in the native patsalas is not worth the name. It is of a very primitive description, I admit; but crude and elementary as it is, it supplies in some respects the wants of the people more effectually than the more ostentatious institutions of the country; certain it is that the Hulka standard of education is not a whit superior. There may be some geography and the name of geometry in some classes; but the simple and useful system of arithmetic and zemindary accounts taught by the gurus have not yet been rivalled. That system, sir, has given to the Bengalees a pre-eminence as accountants in every part of India. It gave them the *open sesame* to every fiscal office under the Mahomedan rule, and under the British it is the Bengalee that is everywhere the custodian of the journal and the ledger. Whether it be the collectorate dewan, the magistrate's khazanchee, or the village patwari, the Bengalee turns up in every part, and it is the arithmetic and the zemindary accounts of the much abused patsala that enables him to hold his own against heavy odds. Would that the reformed patsalas and Hulka schools with their geography and reading-books produced something equally useful. I must now turn to another and a most important element of the voluntary system, its moral influence. If anything is more constantly dinned into our ears than another, it is our utter want of self-reliance; our constant cry to Jove to help us when we should ourselves put our own shoulders to the wheel. In season and out of season we are accused of always asking Government to do what we should do ourselves. What truth there may be in this charge it is not worth while now to inquire. Certain it is that the best way to cure the evil is not to deprive the people of all power of action, but to train them to act for themselves; to induce them to take an active and intelligent interest in their affairs; to teach them that they should rely upon themselves most if they wish for the help of others. Much is said of the moral influence which the municipal institutions are to exert on the people in this direction, and make them alive to their political interests. The voluntary educational system does this and a great deal more, and on that ground, sir, I hold it pre-eminently superior to a compulsory one, and I have every reason to believe

that

that every thinking man will support my opinion. I should say no more. I think I have been able to show the superiority of our system to that of the North West, and that for the good of the community at large it should not be changed. It is true I am a zemindar, but I would not object if an honest tax on zemindars could be so imposed as equally and extensively to benefit the people; but knowing that while a compulsory cess on them would not yield anything like a respectable sum for the purpose, it would create such a revulsion of feeling as would altogether dry the perennial and ever expansive source of voluntary contributions, that I cannot but offer my strongest opposition to the measure. Anyhow I think I have shown that while under the compulsory system the education of the masses has advanced by only 2·2 per cent. in 21 years, and in some places, such as Muttra, has already come to a dead lock; that under the voluntary system it has progressed almost in a geometrical ratio, and it is to supersede this vitally elastic and indefinitely expansive system, which lives on the sympathies of the people, and acquires greater and greater vitality as it grows, by enlisting the care, attention, and affection of the community; one which calls forth the religious sentiment of man on its behalf, and becomes a part of the domestic institution of the land, by one which cannot assimilate with our social constitution, which can exist but by the fiat of Government, and on the hatred and curse of the people, a noxious and morbid excrescence, which should not be allowed to approach a healthy body. Could anything be more monstrously absurd than to urge us to such a choice? (Loud cheers.)

The Resolution was put to the vote and carried.

Baboo Joykissen Mookerjea moved the second Resolution, which runs as follows:—

"That, in the deliberate opinion of this meeting, the proposed cess on the land for education and roads would be a direct infringement of a solemn covenant of Government confirmed by the British Parliament."

He stated that ill-health compelled him to claim the indulgence of the meeting, and asked them to allow his son to read a statement of a few facts which he had jotted down on the subject.

Baboo Peary Mohun Mookerjea then read the following statement:—The question which has been submitted for our opinion is not whether an educational cess should or should not be imposed, but the secondary one, viz., what is the most practicable and equitable means of assessing such a tax, and the most economical and least vexatious mode of collecting it. As to the necessity and expediency of the imposition, the Government has held out the fiat of power which it considers itself justified in holding out to a subject nation, disclaiming all discussion, all arguments for and against the imposition, all appeals to reason and justice. Mr. Secretary Bayley's letter of the 25th April last states, with reference to the alleged obligation of Government to provide funds for popular education, "that the Governor General in Council thinks that it is now desirable to declare distinctly that this is a subject which in future the Government will not consent even to discuss;" and further on it is stated in the same letter that "the Governor General in Council is decidedly of opinion that recourse should be had to legislation, and that a special tax should be imposed for these purposes upon the landholders of Bengal;" but I hope I express the sense of the meeting when I say that this is a subject in which we should, notwithstanding the determination of Government not to hear us, protest against the imposition of the proposed tax, as strongly as it lies in our humble power to do, and I confidently believe that our enlightened Government will, on a further consideration, see the inexpediency and injustice of the proposed imposition, and hesitate to carry out a measure which is strenously opposed by every section of the native community, which I am happy to see is strongly represented in this meeting.

Having watched the progress of education in Bengal since the days when the philanthropic endeavours of Hare, Duff, and Trevelyan first raised the dormant national mind to a sense of the benefits of education, the conviction has always forced itself into my mind that the material prosperity of the country has hitherto depended, and will depend for some time at least, on the intellectual elevation of the middle and higher classes of the community, and I must confess I view with considerable disfavour any project which has for its aim the education of the masses, when the great majority of persons composing the higher classes have received very little, if any, education at all. Such an attempt in the present state of the country would be premature, and is sure to end in failure and disappointment. The question also arises whether there is among the lower classes of the community any real demand for a better system of education than what obtains among them at present, for it is well known to all who take any interest in their welfare that they are not altogether without any system of instruction, and whether the education which is now sought to be forced upon them would be appreciated, and would in any way better their condition. These are points, however, to which I simply allude, but as they have already been fully and ably discussed by the last speaker, I shall not dwell on them again, and I shall therefore confine myself to the question whether, admitting the necessity of making provision for the better education of the masses, the funds required for the purpose should be furnished by the State, or raised from any particular class or classes of the community. The Governor General in Council has declared that "the State have never undertaken to provide funds for the education of the mass of the people," but in denying the liability our rulers forget that the duty of a Government is not merely to afford protection against force and fraud, to watch over the safety of the lives and properties of individuals, but also to discharge the debt which an

enlightened nation owes to a subject people, by diffusing among them the benefits of education, by elevating their intellectual and political status, and by training them to such duties and responsibilities as might ultimately qualify them to assume a prominent share in the administration of the country. Acting on this principle, successive Secretaries of State, Viceroys, and Members of Government have acknowledged the obligation of the State to provide funds for the education of the people, and have always generously sanctioned an adequate amount of State contribution for the purpose. No adverse circumstances have ever deterred the Government from the payment of its share of the expenses of education, and the State contribution has been regularly paid even amidst internal turmoil, financial difficulties, and disastrous revolts. Although, therefore, we may concede that the theory of the non-liability of Government on this score is correct in principle, the Government of India is not in a position to deny that it has from the commencement assumed the obligation on itself. The sums, however, which the Government has spent and is now spending for the purposes of education is not lost to the State. Even in a pecuniary point of view those sums are more than trebly repaid by the services of educated natives, which it commands in every department of the administration. Few need be reminded that for the sole purpose of excavating the Ganges Canal, Government found it a much cheaper scheme to establish an engineering college at Roorkee with a highly paid staff of professors, to entertain the temporary services of trained engineers from England, and we can easily conceive what would have been the state of the finances, and what would have been the strength of the tie which links India to England, if all the posts which are now occupied by the whole staff of judicial and executive officers, of doctors, engineers, clerks, and assistants had to be filled and recruited by educated men brought out from England. Again, considering the amount of revenue which is contributed by us, and the amount expended for the administration of these provinces, may we not fairly ask that a portion of the surplus millions should be allotted to the purpose of the education of the people of these provinces, instead of the same being appropriated for the good government of Madras, Bombay, and the Punjab? It would be, after all, a refund to the people of an infinitesimal portion of the money which they contributed to the coffers of the State, if Government were to sanction an increase of five or six lakhs of rupees to the amount at present expended in Bengal for the purposes of education. It would then not be to rob Peter, if I might be permitted to use such a hard word to our well-meaning Government, to pay Paul, as is done at present, but it would be providing an essential article for the benefit of the already overtaxed Peter himself. While travelling in the North West about two years ago I was struck at the immense improvements made in those provinces during the last 30 years, in the shape of good roads with rows of trees on both sides, canals, bungalows, and other public buildings. The improvements made in the Punjab are reputed to be still more splendid than those of the North Western Provinces. To contrast these improvements to what has been done in Bengal, the earliest and richest patrimony of the present generation of Englishmen, will be to compare a flourishing country to a swampy province, where the marks of antiquated roads are gradually disappearing, where the rivers and khals which beneficient nature has provided for the irrigation and drainage, as well as for the internal navigation of the country, are being silted up in all directions, where the police stations, the sub-divisional buildings, and the court-houses of our country judges, the moonsiffs, are little better than hovels, and where man and beast are perishing by numbers by epidemic and endemic diseases, arising chiefly, if not entirely, from the neglect of the sanitary provisions which the country so urgently requires. This miserable state of things has been brought about, not by the apathy of the landholders towards the people, but by the systematic indifference of public officers for more than half a century, in allowing the rivers and khals to be in some cases partially, in others entirely, silted up. In undertaking to protect the country from floods, the Government virtually resumed the responsibility of keeping clear the great drainage sources of the country. But, gentlemen, you will be surprised to hear that not a rupee has been laid out on this score by Government, while embankments after embankments have been abandoned by engineers to the extent of not less than 500 miles in the Hooghly and Burdwan districts. Again, the outlets and khals excavated by selfish zemindars and other individuals for the purposes of drainage and irrigation have similarly silted up in the effluxion of time. Subdivision of property, and the consequent division of interests subsequent to the construction of those works, have made it impossible for any one or any number of zemindars to clear the channels. A simple law would remedy the latter evil, but our Legislature appears to have no time to devote to such a paltry subject, while it finds leisure for framing, discussing, and revising laws for the prevention of the creaking of carriage wheels. The people have cried and are still crying for these grievances, but it seems there is nobody interested to listen to them. One must have a stony heart who cannot rejoice, while in the Upper Provinces and the Punjab, at the vast improvements there made for the convenience and well-being of his fellow-creatures, but I must be a hypocrite if I do not give expression to the feeling of indignation which every Bengalee and Beharite cannot help feeling that those improvements were achieved to a large extent by the taxes which the people of the Lower Provinces contribute by the sweat of their brow, and that they themselves are denied the same consideration for reasons best known to Government. It has been said that the people of the North West and the Punjab pay separate tax for education and roads, but we need not remind our rulers that the proportion of the profits arising from land, which we pay to Government in the shape of revenue, much exceeds the aggregate proportion of revenue and tax which our brethren of the Upper Provinces have to pay. In their case the *malikana* allowed to the landholder ranged from 20 to 25 per cent., whereas in Bengal it barely

barely exceeded 9 per cent., so that where a Bengal zemindar pays a revenue of 125 rupees, a landholder of the Upper Provinces pays a revenue of 98 rupees, and an education and road cess of 2 rupees. Had the revenue been assessed in these provinces of equally lenient tenor, or had the revenues of these provinces left no surplus after meeting the expenses of the administration, the people would have gladly raised among themselves sufficient funds to meet the increasing demand for education, but no amount of argument, no amount of ingenious punning about words will convince us that a tax raised for an object which is connected with the well-being of the whole country, is distinct from revenue, and that the imposition of the former is necessary when there are surplus millions of the latter. Add to these considerations the loyalty of feeling and the consequent stability to the Empire which the intellectual advancement of the people invariably generates and strengthens, and I fail to see what cogent reasons could be adduced in support of the allegation that the State is not bound to provide funds for the education of the people.

In proposing, however, the present measure, Government is not merely content with declaring itself free from any liability on the score of popular education, but it would at the same time trample down the vested rights of 40 millions of people. His Excellency in Council admits that with certain persons the measure in question "will have very much the appearance of the enhancement of the assessment imposed upon the land at the time of the permanent settlement," but his Excellency in Council characterises them as "persons who are not well acquainted with the true state of the case." Now, gentlemen, what is the true state of the case? I shall attempt to give you a vivid description of the country as it was at the time of the permanent settlement. I shall not recount to you the names of the host of eminent persons who, entrusted with high functions in the administration of the country, at the time believed that the stability of the Empire and the continuance of the British rule in India depended upon that measure. I shall content myself with asking you to recall to your minds the condition of the country at the time with its dense jungles and its extensive wastes, with the Government threatened with hostilities on all sides on the part of native princes and dependant chiefs, and with the public credit at the lowest ebb, and to say how critical must have been the position of Government if its revenues were at the time left precarious, and subject to the capricious chances of dearth and inundation. It was therefore more with a view to benefit the State rather than the landholders that the permanent settlement was made, and it is well known to all who take any interest in the matter that the terms on which the settlement was concluded were anything but advantageous to the landholders. The most careful inquiry was made as to the exact area of the lands in the possession of each landholder; the most scrutinising search was instituted as to the actual amount of the collections of rent, and after all this search and scrutiny, the only share of the profits that was allowed to the zemindar avowedly with the object that he might simply maintain himself thereby, was one-eleventh of the net collections, while the remaining ten-elevenths were declared to be the share of the public. Surely never there was or has been the Government demand in the profits of land more exorbitant, and more calculated to prove ruinous to the landholding classes. The persistency with which Mr. Knight, the cavalier editor of the *Times of India*, has been maintaining that the public assessment of these provinces per square mile is lower than that of Bombay, would have carried some weight with his figures had not the sophistry which pervades his arguments been patent on the face of them. He has lost sight altogether of the waste lands and *lakhraj* grants of Bengal, placed side by side the rate of revenue assessed on a square mile of Bengal 75 years ago, with that of a similar area in Bombay assessed seven or eight years ago. If he had compared the rate of rent realised from Bombay 75 years ago, he would have been struck at the exorbitant rate of revenue which was assessed in Bengal. Coupled with this the natural calamities in the shape of drought and inundation, to which the country has been all along periodically subject, and you will have a pretty correct idea of the heavy responsibility which the landholders of 1790 took upon themselves. But though the responsibility was great, the law for the realisation of revenue was not therefore the less severe. The default in the payment of so much as two-thirds of a month's *kist* made the defaulting landholder liable to imprisonment, which extended to one year, and a subsequent law enacted that on the sale of an estate for arrears of revenue, the surplus proceeds after satisfying the public demand should be at the disposal of Government. It is not to be wondered that under such a state of the country and of the law, the zemindars were exposed to the greatest oppression at the hands of the collectors of revenue, and we find Lord Cornwallis himself admit in a Minute, recorded in 1793, that "the Government was obliged to shut its eyes as to what passed in the collection of revenue, and to tolerate what it was not prepared to remedy." These severities brought two-thirds of the estates in Bengal to the hammer, and the severance of estates from the ancient families was so great that I believe except a dozen old families in Bengal and Behar, such as the Rajahs of Burdwan, the Natore family, and a few zemindars of Behar, the present generation of zemindars and talookdars may be said to have risen from the ranks, if I may so use the term. Except the few families which have held estates from before the permanent settlement, the zemindars who at present own the largest estates in Bengal, such as the Tagore family, the Bhookoylas Rajahs, Baboo Pran Nath Chowdry, the heirs of the late Baboo Ramrutton Roy, Baboo Bamundoss Mookerjea of Oola, Baboo Gudadhur Tewary of Burdwan, the Sings of Beerbhoom, the Khans of Midnapore, Baboo Dhunput Sing Roy Bahadoor, the heirs of the late Rajah Protabchunder Sing, the Teli Zemindars of Baharbunda, at present so well represented by Ranee Surno Moyee, are all persons who themselves or whose ancestors purchased the estates at sales for arrears of revenue, with the capital which they had accumulated by service, trade, commerce,

commerce, or other industry. Indeed, the value of landed property fell to such a discount soon after the permanent settlement, that many a large estate, such as Mundleghat in the Hooghly District, with a revenue of two and a quarter lakhs of rupees, fell into the hands of Government for want of purchasers. Government was alarmed at the large number of sales, and laws after laws were enacted for giving facility to landholders in the collection of revenue, and there was no end of writing, minuting, and inquiry in all directions with a view to secure the realisation of the revenue that had been so disproportionately imposed on the lands in these Provinces. The generation of zemindars who succeeded the landholders of 1790 had to pay large sums in the first instance in the purchase of estates, and afterwards laid out immense capital in excavating *khals* and tanks, making roads and embankments, cutting jungles and founding villages. It would be tedious to go over the long list of persons who, in the midst of the most depressing circumstances, have, by their energy and by the expenditure of capital which they had accumulated in other branches of industry, brought the swampy plains and jungles of Bengal to their present condition. The fact cannot be gainsaid even by those who consider the permanent settlement as a grand mistake—a great blot on the administration of Lord Cornwallis. "Many people," said Mr. John Shore in his characteristic way, "actually lament the permanent settlement in Bengal, and some have really proposed to infringe upon it as if it were intolerable to see a native in good circumstances. They point to the improved state of the lands and sigh over the revenue which is lost to Government. But they forget to inquire how much of the improvement would have been effected had the rack-rent system been followed." The cause then of the material prosperity of Bengal is the permanent settlement of its land revenue, and we find the projectors of the settlement so fully convinced of its efficiency in securing the easy and punctual collection of revenue, the encouragement to industry and agriculture, and the general improvement of the country, that they took the greatest care to ensure its permanency. The different Minutes recorded by Lord Cornwallis and other Members of Government who co-operated in his administration, and the language and spirit of the early regulations, contained repeated assurances of the permanency of fundamental principles promulgated by the settlement, viz., that the property in the soil is vested in the landholders, and that the revenue payable to Government from each estate is fixed for ever. It is, however, said that the law, Section VIII., Act VII., enacts that "the Governor General in Council will, whenever he may think it proper, enact such regulations as he may think necessary for the protection of the dependant talookdars, ryots, and other cultivators of the soil," and it is thence argued that the Legislature has reserved to itself the power of enacting any laws for the welfare of the ryots; but it requires no great argumentative power or force of language to prove that such laws can only be enacted consistently with the rights and privileges conferred on the zemindars by the permanent settlement, and that any measure which might even in the slightest degree interfere with such rights would be a violation of the solemn faith on which the settlement with the zemindars was based. I shall quote a single instance to show the strict principal on which the settlement was concluded by the statesmen of 1790. Before the settlement was actually concluded, and while the opinions of different grades of Government officers on the expediency of the measure were being canvassed, Mr. Law, the Collector of Shahabad, suggested that a condition should be embodied in the settlement to the effect that the public demand might be increased on certain State exigencies, but the suggestion was very properly rejected, and Mr. Shore, whom I have once before quoted, referring to it, said—"This qualification is in fact a subversion of the fundamental principle; for the exigencies not being defined, a Government may interpret the conditions according to its own sense of them, and the same reasons which suggest an addition to the assessment may perpetuate the enhancement." The language of the law is still more clear. Section VII., Article VI. of Regulation I. of 1793 enacts, that "the proprietors of land sensible of the benefits conferred upon them by the public assessment being fixed for ever, will exert themselves in the cultivation of their lands under the certainty that they will enjoy exclusively the fruits of their own good government and industry, and that no demand will be made upon them or their heirs or successors by the present or any future Government for an augmentation of the public assessment in consequence of the improvement of their respective estate." These assurances were emphatically repeated when Regulation II. of 1819 for the resumption of rent-free and unassessed lands was passed. Again, when the canoongoes in 1824 or 1825 created alarm amongst the landholders, the Government of Lord Amherst issued the celebrated proclamation declaring that the appointments were made solely to record existing rights, and not to add anything to the revenues assessable from the zemindars. The Governments in those days were so jealous of their honour that on the slightest appearance of any suspicion on the part of the people, immediate steps were taken to assure them of the right intention of Government to maintain the faith of the permanent settlement. In the face of all these assurances, the Governor General in Council is of opinion that all arguments against the imposition of the proposed tax based on the rights conferred by permanent settlement are futile, and that "similar objections were made to the imposition of the income tax, and they are as groundless in this case as in the other." This position was attempted to be also maintained by the late Right Honourable James Wilson in his speech inaugurating the income tax, with the argument that the motive which Lord Cornwallis "had at heart," in carrying out the impolitic measure was not very clear, and that the measure rested for its authority on "an incidental expression of the Court of Directors." The Honourable Finance Member admitted that the income tax was an indirect charge on the land, but doubted the obligation of Government to be bound down by the terms of a settlement which he deemed impolitic. His Excellency the Viceroy in Council, on the other hand, is of opinion

that

that the imposition of the education cess would be no charge on land, but is at the same time anxious that the tax should be levied in such a manner as to give no cause for apprehension that it would be an infringement of the rights vested by the permanent settlement. The position taken by the two statesmen, although different from each other, are equally fallacious. The income tax, however, had one redeeming feature. In consequence of an unhallowed and suicidal revolt of the Sepoy Army, Government was reduced almost to the brink of insolvency, and public credit had suffered, and in this state of emergency the income tax was resorted to as a temporary measure directed to all classes of the people, and was therefore so far widely different from the education cess which has for its object a measure of questionable good, and threatens to be a permanent tax on the landed classes exclusively. As to the arguments of the Supreme Government that the proposed tax is no infringement of the terms of the permanent settlement, one cannot but be at a loss to understand what is the meaning of an infringement of a contract, for there can be no denial of the fact that the permanent settlement is nothing but a contract. It is a charter of rights, perhaps not so full and complete as the Magna Charta, to the people of England; but still, to all intents and purposes, it is a constitution equally valuable to the landholders of Bengal, and so solemnly guaranteed on the faith of the British Government. To our simple understanding, if a contract is made to pay to one contracting party 100 rupees a year, and after the lapse of nearly three-quarters of a century 2 rupees more is required from the other party, it is, in whatever light we may view it, an infringement of the contract. But the zemindars and talookdars are not the only parties who will be wronged by the proposed cess; every ryot was assured when the constitution was granted that he shall hold his land according to the *nirik* of the village, and that he will be liable to pay no other demand save his rent, and the *lakhrajdar* was assured that on proof of certain titles, possessory as well as written, his lands shall always remain unassessed and untaxed. Not only the zemindars and talookdars, but all these various classes connected with land, are threatened to be charged by legislation with an additional burden on their lands. I shall now, gentlemen, draw attention to another feature of the proposed taxation. I have said before that the majority of the present generation of zemindars and talookdars are a body of speculators who, from the capital accumulated in various branches of industry, have purchased estates, and, with an eye to reproductive profits, have laid out immense sums for the improvement of their lands. To tax such people would be, to use the words of John Stuart Mill, to impose a penalty on people for having worked harder and saved more than their neighbours. Besides, such a tax would be a violation of one of the fundamental principles of taxation which has been universally recognised since the days of Adam Smith. The proposed cess is intended to be a permanent charge on land, but, as remarked by the great thinker whom I have just quoted, it would fall exclusively on those who compose the landholding body at present. Future buyers would acquire land and securities at a reduction of price, equivalent to the peculiar tax, which tax they would, therefore, escape from paying, while original possessors would remain burdened with it even after parting with the property, since they would have sold their land or securities at a loss of value equivalent to the fee-simple of the tax. "That such a proposition," indignantly adds Mr. Mill, "should find any favour, is a striking instance of the want of conscience in matters of taxation resulting from the absence of any fixed principles in the public mind, and of any indication of a sense of justice on the subject in the general conduct of Government."

In whatever light we therefore view the subject, in connection with the permanent settlement, we cannot help coming to the conclusion that the proposed cess would be both inexpedient and unjust, and this infringement of a solemn covenant, ratified by the faith of the British nation, this sacrifice of a recognised principle, this depreciation of the value of landed property, and all their disaffection, discontent, and sacrifice of law and justice, made not to meet the temporary expenses for defending the realm from foreign invasion, internal revolt, or any such calamity, but to force education on a class of people who do not at present require it, and who do not care to express their feelings of disfavour towards the schools and *patshallas* already existing for the purpose. This tax is to be raised from persons who have already done much, indeed as much as could be expected of them under the existing circumstances for the education of their countrymen. Their voluntary contributions in support of Government and aided schools already amount to about 4,900 rupees, as is seen from official records, and the sums spent by them in maintaining schools with their own exclusive funds, and in giving donations and subscriptions for the encouragement of Sanscrit literature and philosophy. The late much lamented Baboo Prosunno Coomar Tagore, the Bhookoylas Rajahs, and a host of other landholders, have made large endowments for the support of educational endowments; and I hope you will excuse the egotism, when I say that although my efforts in this direction have not been extraordinary, I would, like many others, be a gainer by a considerable figure if, instead of what I annually spend at present in the cause of education, a tax of two per cent. be imposed on my income for the purpose. In opposing, therefore, the proposed educational cess, I am not actuated by any motive of pecuniary loss or gain, but because the compulsory cess in question will materially jeopardise the political rights and privileges which have been guaranteed to us on the faith of the British nation.

Baboo Kissenkishore Ghose said:—

Gentlemen,—In rising to second the Resolution which has been proposed by Baboo Joy Kissen Mookerjea, I must say that he has left very little for me to add thereto. Before, however, I make the few remarks I have to say in support of the Resolution, I must pre-

mise that I yield to no one in the appreciation of the advantages which has accrued to the country by the progress of education, and in the desire to assist in the diffusion of that education in quarters where there is a demand for it, but I must confess that the time has not arrived when any successful movement might be made to educate the rural population of Bengal; nor are the people of the lower classes in a condition to send their sons to school without experiencing the services which they receive from them at present. The system of educating these classes has been in existence in the North Western Provinces for some years; but I need only state to you my personal experience as a zemindar holding estates in those provinces that the attempt has been a failure.

As for the Resolution, I do not feel the slightest hesitation to say that a tax of the nature proposed will be a direct infringement of the covenant guaranteed by the permanent settlement. That Magna Charta of the landholders in this country, namely, Regulation I. of 1793, and many of the succeeding regulations, contain repeated assurances to the zemindars that on no account will the revenue assessed on their estates at the time of the permanent settlement be ever altered by Government. Speaking for myself, I am unable to subscribe to the opinion that the solemn compact of the State with the landed classes in these provinces will not be interfered with by the imposition of the proposed cess, whether it be for the construction of roads, for the diffusion of education, or for other purposes. The imposition of the cess by a legal enactment would be, to all intents and purposes, an encroachment upon rights which were ratified by the British Parliament, and respected by all who have from time to time held the reins of Government for more than three quarters of a century. Gentlemen, I shall not detain you longer, as there are several others who are to follow me; I conclude, therefore, by cordially seconding the Resolution.

Baboo Ashotosh Chatterjea said:—

Mr. Chairman and Gentlemen,—Though not a public speaker, I rise to support the Resolution, because I am strongly persuaded that the proposed education cess would be a direct infringement of the permanent settlement. At the outset I, however, beg to be understood that I am not opposed to popular education. I long to see the light of education diffused all over the country, from the man of the highest order down to the man of the lowest class, for education has made me what I am, has taught me to think, to appreciate the privileges and immunities bestowed upon us by our Government, and even to point out its errors. I admit that the cry of popular education is very tempting, and one is likely to be branded as illiberal when he opposes a tax having for its object the furtherance of such a noble end; but if you examine the proposition closely you will find that it is a mere garb or mask, under cover of which it is sought to break through the solemn covenant of the permanent settlement, which has tended so much to bring about the present state of prosperity in this province. If this cess were allowed to be levied on the profits derived from the land, it would, I, as a lawyer, can assure you, put an end to the fixity of the jummah. To-day it would be an education and road cess, to-morrow a poor cess, the next day an embankment cess, and so on until there would be no end of cesses on the profits derived from the land. I have heard it said that zemindars are tyrannical and oppressive, unmindful of the miserable condition of their ryots, selfish, and prone to commit acts, or rather omit to perform acts, which may improve the condition of the masses material, mental, and moral. But this is too sweeping a charge. I admit there are bad zemindars, but that is no reason to denounce the whole class. You have heard the Chairman read an extract from the Minute of Lord Cornwallis, in which it was stated that one-third of Bengal was covered with jungle when the permanent settlement was concluded. Now, who has reclaimed the vast wilderness, induced ryots to settle thereon by holding out to them substantial considerations, planted new villages and towns, opened roads and tanks, and scattered over the land the blessings of prosperity? You cannot deny that it is the much-abused zemindar. Gentlemen, if you will recall to mind the financial position of Government when the settlement was concluded, you will not fail to perceive that it was really a bargain made. The State then bordered on insolvency, the annual, triennial, and quinquennial settlements did not bring in the revenue regularly, and a perpetual assessment was fixed as a stroke of masterly financial policy. The jummah was fixed at a very high rate, it left only one-eleventh to the zemindar; but the only compensatory condition was that he would be allowed to enjoy the fruits of his capital and labour, that not a cowry would be added to the assessment. Does it become an enlightened and Christian Government like ours to break its solemn promise and demand a share of the profits of the zemindar which under the law belong to him alone? If this tax is proposed to be levied on the zemindars on the supposition that they are selfish and inhuman, the charge as regards the whole class is utterly groundless. They have established schools and dispensaries, opened roads and tanks, and feed the poor, and what does all this show? There are certainly close-fisted individuals among them, but such individuals are found in all classes of society. I beg, however, to remind you that but few of the original territorial lords, with whom the permanent settlement was concluded, are now in existence. They have mostly been sold out owing to the extremely heavy rate of assessment at which the settlement was concluded, and they have been succeeded by a class of land speculators. Any man who acquires money invests it in land for a good return, and he naturally works in a purely mercantile spirit. Does the rice-merchant in time of scarcity lower the price, though he knows that thousands of men must die for want of food on account of their inability to pay the high prices exacted by him, and yet nobody blames the rice-merchant? Neither political economy nor political morality finds fault with it, and why should the land

speculator

speculator be blamed if he sought a good return for his investment? It does no small credit to the zemindar that while seeking a return for his money, he is not wanting in acts of kindness, humanity, and liberality. If, then, the zemindar stands in relation to land as the rice merchant does in relation to the commodity he deals in, why should the former be singled out for taxation for the education of the masses? Now I ask, what will be the immediate effect of the imposition of the proposed tax? The zemindars and others who have intermediate interests in the land, and who now chiefly support the schools and patsalas, will, it may be easily imagined, at once discontinue their contributions. Will the produce of the tax be sufficient to meet the expenditure? I trow not. Then, again, why abandon the present elastic system of voluntary contributions for a coercive system of compulsory taxation? What a rapid improvement has been made by our countrymen in the several departments of knowledge within the last 30 years; and how has that been effected? Has that been effected by imposing a tax on the people? No, it is the effect of time. The right course has been pursued. The education commenced with the higher and middle classes, and its blessings have been gradually descending to the lower classes. The higher classes having tasted the sweets of knowledge are not slow in imparting that boon to their brethren in humbler circumstances. They have been establishing schools and patshallas in their own native villages to impart education to the sons of the poor. No necessity therefore exists for the proposed tax. There is another thing to be borne in mind. Hindoo society is divided into a variety of castes, and each caste has an occupation of its own, and until this system was completely rent asunder, education could not be universal among the people. A Brahmin, though poor, will by birth resort to his books, a Keettry to arms, a Vysa to trade, and so on. English education has certainly effected a social revolution, but its effects are yet confined to a comparatively few. Long years must elapse before the same revolution is effected among the lower classes. In their present circumstances the masses find their respective occupations far more profitable than attendance at the school, and I am afraid this feeling cannot be easily conquered. Men must maintain their body before they can think of feeding their mind, and anyone who knows anything of this country will admit that the material condition of the ryots is not such as to permit them to seek for the intellectual advancement of their children. Compulsory education would be a fitting corollary of compulsory taxation, but is our Government prepared to force the ryot to send his boy to the school? So far as my experience goes, I have seen *chasa* lads not more than six years old tend cattle and assist in the transplantation of paddy plants from one field to another. Will their parents consent to sacrifice this useful work for the sake of teaching them * * *? Will they leave the means of their livelihood for the sake of that little knowledge, which the poet says is dangerous, and which will not give them their daily rice? I had this forenoon a talk with one high in the Civil Service whose opinion on the present question was entitled to great weight, and he remarked to me that the proposed cess was quite premature, and that it would prove abortive. The condition of the masses in England, said he, was no better if not worse than that of the masses in this country. There, too, as soon as a boy is strong enough to work on the field or in the manufactury, he is taken away from the school. The education he receives is thus of no practical significance. It would be sheer oppression to compel the ryot to send his son to the school when he would be serviceable to him on the field. Thus all things considered, the proposed education cess, I am convinced, is uncalled for and inexpedient.

Baboo Amarenda Nauth Charterjea said:—

Sir,—I avail myself of this opportunity of saying a few words in continuation of the observations of my learned friend who has just sat down. I rejoice, exceedingly rejoice, to see the hall crowded as it has been by gentlemen representing the varied interests of our community. All sections agree in condemning the Government measures as calculated to lead to results which, while specially bearing on the zemindar as a particular class, would practically embrace all classes of the community having any interest in the land. Sir, I shall not repeat the sentiments of those who have gone before me, but I fear I may be betrayed into some repetition, which, considering the circumstances under which we have met, and the vital importance of the subject, the meeting will not, I hope, consider to be wholly useless. The proposed cess for education and public works would imply or rather pre-suppose a state of things, which, if true, would not redound to the credit of the higher classes of the community. It would doubtless be a great, and I may say, it would be the greatest, disgrace to us, if the imputation cast upon us were true, namely, that nothing has been done by the people themselves for the improvement of the country in the matter of education. Since the last few years the extension of schools in Lower Bengal, and the diffusion of education caused thereby, have been due no less to private liberality than to the exertion which Government in its paternal solicitude for the well being of the people have made in that behalf. Sir, this has been publicly acknowledged in Parliament. In the debate which followed the last financial statement of Sir Stafford Northcote, the Right Honourable Mr. Samuel Laing, once a member of the Government of India, observes thus on the subject: "The Government grants for education had increased in five years from 235,000 *l.* to 440,000 *l.*; but besides this, he found from official returns that the amount expended upon education from local and private sources other than grant from the State, had increased from 128,000 *l.* to 330,000 *l.*, that was to say, had increased nearly three-fold in five years, while there had been an increase of 66 per cent. in the number of scholars. The increase of intelligence was shown in another

way; the number of letters and newspapers sent through the Post Office had increased from 47,077,000 in 1861 to 59,931,000 in 1866. In fact, reviewing the career of India for the last six years, he knew no other country in the history of the world in which such a great material progress has been made." It would thus be manifest that whenever there has been a demand, the people have not failed to supply it. Looking at the state of the country and the history of education in these provinces, I entertain a well-founded belief that as the demand for education goes on increasing, it will be met by the voluntary assistance of the people. With the cheering results of education, therefore, before us, it would require a much stronger necessity than that shown to us to justify the taxation under consideration.

Again, if a return were sent for by Government, I have reason to believe it will be found that a large proportion of those for whose behoof the cess in question is proposed to be levied are already receiving education, and perhaps a better education than that contemplated by the Government in their present scheme. In the papers published by the Government, I regret no statistics have been furnished to support the position that the education of the lower classes has been entirely neglected, except that we are in substance told that this Government have determined upon taxing particular well-defined class of the people for the purpose of educating another portion of the people not coming under any defined boundaries, but characterised by the vague generality of the lower classes, and also for the purpose of making roads. Adverting to the question of the construction of roads and public works, the better opinion is that the expenses relating to them should be defrayed from the sources of the Imperial revenue, inasmuch as they are Imperial necessities. The advantages flowing from public works are shared in by the State as well as by all classes of the community. I am rather struck with the logic that one class of the people should be singled out to pay for benefits that will be enjoyed by the country at large. Sir, I fail to find any reasonable occasion for the proposed tax, a tax that militates against fundamental principles of the permanent settlement. This institution, owing its origin to the financial embarrassment of the then Government, has existed for more than three quarters of a century, and through good report end evil report, has produced the most beneficial results. (Hear, hear.) By the permanent settlement, the State lies under strict legal and moral obligation not to exact a farthing more from the zemindars than the revenue stipulated for, and declared to be fixed and unalterable for ever. This great measure of Lord Cornwallis's Government cannot be considered as a temporary expediency, or has having been come to, and arrived at, in haste or without mature deliberation. I shall quote the observations of the Governor General himself in his own words from the Minute he recorded on the 3rd February 1790.

"I trust, however," says the noble Lord, "that it cannot be imagined that I would recommend that the proposed settlement should be made with a blind precipitation; as without our having obtained all the useful information that, in my opinion, can be expected of the real state and value of the different districts. Twenty years have been employed in collecting information. In 1769, supervisors were appointed; in 1770, provincial councils were established; in 1772, a committee of circuit was deputed to make the settlement, armed with all the powers of the Presidency. In 1776, Ameens were appointed to make a Hustabood of the country; in 1781, the provincial councils of revenue were abolished, and collectors were sent into the several districts, and the general council and management of the revenues were lodged in a committee of revenue at Calcutta, under the immediate inspection of Government. Like our predecessors, we set out with seeking for new information; and we have now been three years in collecting it. Voluminous reports have been transmitted by the several collectors on every point which was deemed of importance. The object of these various arrangements has been to obtain an accurate knowledge of the value of the lands, and the rules by which the zemindars collect the rents from the ryots."

Without enlarging upon the historical part of the subject, I have authorities to come to the conclusion that by the permanent settlement, the assessment established by it, viz., a tax of 90 per cent. on the income of the zemindars derived from the land, was declared to be fixed. Section 7, Regulation I. of 1793 enacts, that the "Governor General in Council trusts that the proprietors of land, sensible of the benefits conferred upon them by the public assessment being fixed for ever, will exert themselves in the cultivation of their lands under the certainty that they will enjoy exclusively the fruits of their own good management and industry, and that no demands will ever be made upon them or their heirs or successors by the present or any future Government, &c." Here a question arises, whether a Government of one period can bind future Governments. I must confess I do not understand the difficulty. The permanent settlement, I have no hesitation in asserting, and I am sorry we have to repeat it so often, is not simply an enactment in the ordinary legal sense of the term. It is a contract, a solemn and deliberate contract, entered into by the supreme power in the State with a certain class of the people, which, I submit, the State for its credit for good faith among the subjects is bound by all ties of policy and equity to keep intact. The reservation, the only reservation, in the contract was, that the State might, as the occasions should arise, enact laws and make provisions for the protection of the ryots. Under colour of this pretence of a reservation, and under various pretences not always clearly seen, deliberate inroads have been made on the indefeasible rights assured by the Crown to the zemindars. The zemindary dak contributions, the 12 years' right of occupancy, the 20 years' presumption in favour of fixity of rent, these are instances of infringement, more or less glaring, of the rights of the zemindar;

zemindar; instances of legislation by which the incomes of the zemindars derived from the lands have been considerably diminished. (Hear, hear). And now, Sir, the Government calls upon the zemindars to pay for the education, whatever it be, of the lower classes, and the construction of roads. There is no pretence or suggestion of a State exigency, and the deliberate and solemn engagement of a Christian Government, ratified by the sanction of the British nation through their representatives in Parliament, is attempted to be broken through by a side-wind. (Loud cheers.) Sir, this is nothing but paltering with the nation. I humbly, respectfully, and loyally hope this ill-considered resolution of the Government will not be persisted in. I trust it will be consigned to that "limbo of abortions" which has been the fate of similar ill-judged and hastily conceived measures. A measure of such questionable political morality, I submit in all humility, will not add lustre to, but rather tarnish, the fame of Sir John Lawrence. At any rate it would not become the Christian Lieutenant of a Christian Sovereign, nor would it add laurels to the wreath which encircles the brow of the Saviour of the Punjab. (Loud cheers).

The resolution was put and carried.

Baboo Kissory Chand Mittra moved the third resolution.

> "That this meeting emphatically denies that, in the promotion of popular education, the landholders and the educated natives generally in this Province are behind similar classes in the rest of the empire."

He conceived this resolution was a just, rational and emphatic protest against the unjust and the unreasoning cry that had been raised against the zemindars, and the educated natives as men who had done nothing in the cause of popular education. He had no hesitation in declaring his conviction that the truth lay exactly in the other way. Far from having done nothing, they had done a great deal in furtherance of that cause. They had been foremost in organising schools, literary societies, and newspapers, and in promoting and extending popular education in every possible way. Their exertions in this direction have been most indefatigable and laudable, and instead of evoking the obloquy of a clique deserved the lasting gratitude of the public. Since the day the old Hindoo College turned out the first batch of educated Hindoos, the desire to disseminate the blessings of that education which they had received among their less fortunate countrymen, acquired a new and irresistible impulse. From the moment the zemindars discovered the value of education in others, they longed to place it within the reach of their fellow countrymen. In a paper on the "Progress of Education in Bengal," which he had the privilege to read at a meeting at the Town Hall last year, he mentioned certain facts in connection with this subject which might interest the meeting. Here the speaker mentioned a number of schools, established by the alumni in the Hindoo College. Since the period indicated in this paper, free schools, pay schools, and aided schools had endlessly multiplied. These were chiefly maintained by the zeal and munificence of zemindars and educated natives. Happening to be one of the deputy magistrates who were appointed soon after that office was created, he had been brought into intimate and familiar contact with landholders of all classes, European and native. He was therefore well able to bear his testimony to the valuable aid and support which he had received from them in reference to the improvement of the districts where he had been successively stationed, and which enabled him to establish schools, dispensaries, and hospitals in Rampore Bauleah, Nattore, Jehanabad, Ghatal, Chuckdige, &c. Several of these institutions have been richly endowed by the zemindars, and all of them were flourishing and bearing goodly fruits. He wished to put in a printed copy of the report of the opening of the "Prasononauth Academy" on the 24th January 1852, from which he craved permission to read one short extract, which was as follows:—"Impressed with these sentiments I hailed the establishment of the Prasononauth Academy as a harbinger of better days for Rajshahye. That an opulent and influential zemindar of this district should consecrate a portion of his resources to the maintenance and endowment of a school on such a large scale, affords a cheering and suspicious illustration of the growing conviction in this country, that those must hold the *mussal* who are to walk by its light. Happily, the patronage extended by native gentlemen to the cause of native education has ceased to be an uncommon event, but Baboo Prasononauth Roy has also entitled himself to the lasting gratitude of the people of this district by another praiseworthy and public spirited act. I allude to the Nattore Road, towards the repairs of which he has contributed the whole expenses, amounting to, I believe, about 35,000 rupees. He has thus set a noble example of enlightened liberality to other zemindars." These words had emanated from the speaker (Baboo Kissory Chand), as he had the honour and pleasure of opening the school. In appreciation of the enlightened liberality of Prasononauth Roy, Government conferred on him the title of Rajah Bahadoor, but he did not live long to enjoy his title. His son, Coomar Promathanautha Roy, attained his majority last November, and the first act of his majority was to undertake the building of commodious and *pucka* houses for the accommodation of the hospital and school endowed by his distinguished father. He had just received a letter from the Coomar P. N. Roy, regarding the cess which shows the estimation in which it is held by large and influential zemindars. "In my opinion," says the Coomar, "the levying of the educational cess on zemindars, &c., is a sheer infringement of the permanent settlement, and I protest against the imposition." I certainly agree with my young friend that the proposed cess would

would be an infraction of the permanent settlement; a breach of the pledged word of Lord Cornwallis, who declared once and for ever that the Government demand on the land in Bengal is fixed for ever; but this part of the subject had been so fully dwelt upon that it did not call for any further observation from him at this moment. Suffice it to say that he agreed in every syllable that had been said by his friends who had proposed and seconded the preceding resolution. Since the time of Raja Prasononauth Roy, hundreds of zemindars and educated natives had signalised themselves by establishing schools. To illustrate this position would be to cite the thousand and one schools with which the length and breadth of Bengal was studded. There was scarcely a station or sub-station which was without its school or dispensary. Whereas in 1855 and 1856, the year when the Grant-in-Aid system came into operation, the number of schools was 145, and the number of pupils attending them were 13,229, we find that in 1866–67 the number of schools increased to 2,907, and the number of pupils attending them was 121,108. These figures were a sufficient answer to the charge preferred against the zemindars and educated natives as non-educationists, a charge which he had no hesitation in pronouncing to be a fiction and a fabrication. (Cheers.) (Here Dr. Murray Mitchell put a question to the speaker to the effect whether any anything had been effected by the zemindars and educated natives for the education of the masses.) Baboo Kissory Chand Mittra in reply mentioned several schools where he had seen among the pupils the sons of *chooter mistress* and *raj mistress*, and declared that if these did not constitute the mass, he knew not who did. He held in his hand a Bengalee letter from Sreemutty Rajosshuri Deby, widow of his lamented friend, Sharoda Prosaud Roy, zemindar of Chukdigee, in Zillah Burdwan, informing him that the aided school founded by her husband had just been converted into a free school in conformity with the provisions of his will, and for the purpose of bringing education within the reach of the masses. Baboo Sharoda Prosaud had died only a few months ago in the heyday of manhood, but sometime before his death he had made a will bequeathing the bulk of his funded property to the endowment of a free school, hospital, and an asylum for the aged poor. So zemindars were not so deficient in sympathy for their poorer countrymen as was supposed in certain quarters, nor were they after all so black as they were painted. In truth, no person of position and education would wish to perpetuate the present degradation of the peasantry. Knowledge was not only power. It was safety, whereas ignorance was a source of weakness and danger to the State. He was convinced that the moral and intellectual enlightenment of the people could not be effected without additional security being thereby afforded against delusions, such as those which shook, in 1857, the empire to its foundations. It had been so ordained by the beneficent Author of our being, that the development of the mental faculties with which He had endowed us could not be effected without dispersing those prejudices and errors which menaced the peace of society as well as of individuals. While He was for making direct efforts for instructing and elevating the masses, He believed that one of the best ways of reaching them was through their natural leaders, chiefs, and superiors. Dr. Murray Mitchell and others, who were all for the education of the masses, should recollect that the primary condition of popular education was the previous provision for the liberal education of those classes of the community who, from their position in life, were able and willing to devote themselves to study, and to direct and control the instruction of the poor classes. It stood to lay, if not to missionary, reason, that the education of the upper 10,000 must precede the humanisation and civilisation of the myriad millions of India. The lower strata of the social fabric must be permeated through the higher strata. That the downward filtration had commenced was abundantly evidenced, by the immense number of schools and patsalas already established, since the despatch of the Court of Directors came into operation. But those who denounced the zemindars as enemies of popular education will not be satisfied with this increase. They would pull down, as the 'Saturday Reviewer' would say, the old, and set up the new, Rome all in a day. They have not got the gift to wait, nor the foresight to perceive the result of the progress going on. Baboo Kissory Chand Mittra thus concluded. "Educate the upper and middle classes, and the lower classes will be instructed and elevated. Educate the upper and middle classes, and the masses will be raised and regenerated." (Applause.)

Dr. Murray Mitchell said he had come to the meeting to listen, desiring neither to speak nor vote. He would still abstain from voting; but he would say a few words, with the permission of the meeting, on one or two points on which some misapprehension evidently existed. Some of the speakers had drawn a contrast between what they called the "lay view" of this question and the "missionary view;" and it had been distinctly asserted that generally those who sought the education of the masses in the mode which the Minute of his Excellency the Viceroy prescribed, sought at the same time to do away with the existing English schools. In short, it was believed that the education of the higher and middle classes was to be superseded by the education of the lower. That was a complete mistake. Who was absurd enough to wish to suppress English education? It had done immense good already; it was doing immense good; and it would, as it extended, do still more. Happily, it had such inherent vitality that it could not be suppressed; and it would flourish and extend even if the philanthropic efforts of Government were now to be directed mainly to the masses. So far, Dr. Mitchell said, the meeting seemed to entertain the same convictions as himself. He feared that on another point there might be less sympathy with his views. It was accepted as a maxim in all the enlightened countries of the West, that one of the most sacred duties of a Government was to see that the people, not merely the higher classes, but *the* people, the masses, were educated. Education was the

great

great question of the day. The conviction was growing that it must be made compulsory; in several countries it was so already. Even in England it was confessed that the masses had been shamefully neglected; and in the new Parliament they would see that this great question would be dealt with in right earnest. But he feared that what was accepted as an axiom in Europe and America was rejected by some gentlemen around him. (Cries of "No! no! we quite agree with you.") He was delighted to hear it; the friends now present accepted then the principle which Lord Brougham had expressed in some such words as these—"When the people are not educated, the whole fabric of society is built upon a quicksand." (Cries of "Yes! yes!") When the masses were uninstructed, if public order continued, it was maintained only by the stern expression of despotism; but it cannot be maintained under such a Government as exists in India, a Government the excellence of which had this day been heartily acknowledged, even while they keenly criticised one portion of its proposed policy. (Hear, hear.) The happiness of men, as individuals, and the well-being of society as a whole, were thus intimately connected with the education of the people. No duty could be more obligatory on Government than to try to secure the education of the whole community well; but the principle or paradox had been this day boldly laid down that the best way to educate the lower classes was to devote all your strength to the education of the higher. But no, he appealed to history to show that for ages a lettered upper class might co-exist along with a lower class who were intellectually and morally degraded. If the masses in India were to be reached in this way, they could not be reached for centuries. It was idle to theorise; let them look again even at England as a proof of the slowness with which education filtered downwards. Let one or two things be done; either let it be boldly avowed that the masses were to remain for an indefinite period in their present degradation, or let special efforts be made on their behalf. Much had been said about the rapid multiplication of schools; but as yet, only one in 328 of the population was receiving education, when all Government schools and aided schools were taken into account. Should not this great reproach be rolled away? (Hear.) True, there were also the common *patsalas;* but the miserable education given in them could not in this assembly of educated men be referred to with much satisfaction. Dr. Mitchell proceeded to say that Bengalees were justly proud of the intelligence of their race; they boasted, and not perhaps without reason, of being the most intellectual of Indian races. But who were the Bengalees? Was it only the upper 10,000 on the 60,000,000 in Bengal? Just think what injustice was done to this race, capable, as all contended, of high improvement, by leaving all but a small fraction of their number in utter darkness. In other countries, when the masses were instructed, men of commanding energy and talent could rise even from the lowest ranks; and society received the benefit of their powers. Here if a Newton or a Milton were born a ploughman, he must remain a ploughman. Divine Providence was impartial; and high capacities were as often bestowed on the Soodra as the Brahman; but man quenched the God-given fire. Let elementary instruction be open to all, and it would then be possibly, but not till then, for the man of rare natural gifts to assume the place and do the work which Providence intended. Dr. Mitchell then said that he would hardly touch the question on which every speaker had said very strong things, namely, the question of the cess. It was a legal question whether the Government would be violating the perpetual settlement by imposing the cess; he was not a lawyer, and, therefore, would take no part in the dispute. Would it not be better, instead of condemning the measure in such severe terms as illegal and unjust, to take means to have its legality fairly tested? Gentlemen who thought their rights invaded should try to defend themselves, but not by reiterated asserveration and denunciation. And further, if not in this way, then in what way was the money to be raised and the great work of the education of the people to be be accomplished? That question should be answered. Dr. Mitchell concluded by thanking the meeting for the courteous attention with which they had listened to the expression of views differing considerably from their own.

Baboo Grish Chunder Ghose seconded the motion:—

Mr. Chairman and Gentlemen,—I have great pleasure in seconding the resolution just moved, and I have greater pleasure still in being able to say that I can second the resolution honestly and conscientiously. I have invariably endeavoured to suit my actions to my conscience, and as unconnected with any party I have always been in a position to assert that which is right without favour and without fear. I can well say that my sympathies in the present question are with the ryot, at the same time that I am bound to declare that the resolution which I have risen to second is supported by a large volume of facts. I hold in my hand, Sir, a statement torn from the last Educational Note of Mr. Howell, and I shall read from it figures by which I hope incontrovertibly to prove that the cause of education does not wave or flicker in Bengal. My excellent friend who seconded the first resolution has already satisfactorily established the position that the voluntary system in these Provinces has brought in three times the funds from private sources for educational requirements than a compulsory cess in the North West has produced. The statement before me indicates that the private expenditure in Madras and Bombay on education has been *nil*, whilst more than 4 lakhs of rupees are set down in the column against Bengal. This furnishes little proof indeed of the charge that the educated Bengalee is indifferent to the cause of education. And the experience of every man who has visited the districts of the Presidency with the eyes of an intelligent traveller will uphold me when I say that there is scarcely a village in which an educated native gentle-

man's fortune has been cast where a vigorous effort is not made to found an English or a higher vernacular school. The Director of Public Instruction in fact regrets that the demand for aid so constantly pressed upon him on the terms of the Education Despatch of 1854, cannot be met owing to the absence of funds by which the Government promise for supplementing local efforts for the establishment of schools by State assistance can be fulfilled.

The Government of Bengal itself declared not long ago that the success of the voluntary system had been thoroughly tested, and I maintain that the test, as far as it has been applied, has produced resuls which do not certainly militate against the efficacy of the system submitted to it. But although I am thus sanguine as to the existence of a firm desire in the country to expand the area and invigorate the substance of popular education, I regret that a great proportion of the population of Bengal still remains without any education. In this respect indeed a comparison with Bombay, the North West, and the Punjab is injurious to the fair fame of this country. But the consolation is left to us that the character of education in Bengal is superior to that of any other part of India. I long anxiously, however, for the day when enthusiasts shall arise amongst us, practically undertaking the grand work of popular education, and moving heaven and earth to accomplish the good end. Not long ago I was reading an account of the charities of Europe; I came across an institution in Hamburgh founded by a poor candidate, Dr. Wicherly. It is called the Rahue Hus, and hundreds of young boys picked up frcm the streets are trained in it. When the noble founder of the institution first proposed the plan of such a school, he was laughed at. But he prayed to heaven to send him funds, and a clergyman gave him an assignment shortly after from a charitable bequest. The house was provided by a pious landholder. Thus armed Dr. Wicherly selected a dozen of the worst urchins from the streets of Hamburgh. Their disposition and character may be inferred from the fact that one of them had been 92 times convicted of theft. The earnest philosopher took these juvenile demons to his bosom, and ate with them, and slept with them, and imparted to them glimpses of the heaven which rested in his eye until they were so thoroughly reclaimed and broken to honest industry, that when the good doctor proposed to part with them in order to undertake the education of another dozen lads similarly picked up, they wept aloud, and refused to separate. The doctor gave them the option of building a house for themselves in the same compound, and they so heartily admired his generosity that they undertook to build the house with their own hands, so that in a few weeks the residence was completed. When alas! will the young men of Bengal, its earnest thinkers, and pious reformers, enter upon a career such as that of the poor German candidate of practical utility and heavenly love?

Great stress has been laid this evening upon the permanent settlement. I confess my sympathies are not in that direction. The clergy of Rome once essayed to fix the earth, yet the verdict of the inquisition failed to arrest the progress of the planet. My idea on the subject is peculiar, for the day that I find the permanent settlement standing in the way of national progress, I shall not hesitate to spurn it with my feet, for no law of man can confine and cripple the laws of God. But in the case now under consideration, it would be mischievous to incense the zemindars with a breach of their Magna Charta, whilst no substantial benefit will accrue to the ryot. The cess will virtually have to be paid by the latter, so long as the enhancement law hangs in *terrorem* over his head, and the zemindar will justify himself for the exactions he shall make by urging that as the Government had broken faith with him he was not bound to extend mercy towards his tenantry. If the Government was prepared to free the ryot from the enhancement law, and give him a position independent of the zemindar, then only will education be a blessing to him, otherwise it will prove a bitter curse, a thing of perpetual torture, showing him the heaven of the philosopher and the poet, but chaining him to a vassalage more grinding than that of the helot.

There was another consideration in this case which deserved to be noticed. Many zemindars, like Baboo Joy Kissen Mookerjea, have endowed educational institutions at a great cost. It would be a crying injustice to subject them again to an education cess. These questions, and many other like them, were exceedingly difficult of settlement. An inquisition will be at every door whilst the ryot will copiously bleed. I hope Government will seriously review such weighty matters before hastily committing itself to an impracticable and dangerous step.

Baboo Biprodass Banerjea said that before the resolution was put to the vote, he would move an amendment. He did not wish for the infringement of the permanent settlement or the assessment of the zemindars for the education of the masses. If a permanency of tenures were given to the ryot, he would gladly pay an increased rent, and that increase might be given partly to the zemindar, and partly paid into the general treasury for the benefit of the rural population. He himself was a ryot, and paid a rupee a biga; he would be glad to pay 3 rupees if a permanent tenure were given to him, and the amount should be distributed in this wise. To the zemindar should be paid 2 rupees, in satisfaction of all his demands upon the land, and to the Government 1 rupee for the defrayal of the expenses of education, and other purposes for the good of the ryots. In that case there would be no infringement of the permanent settlement with the zemindars, while the tenure of the ryot would be also made secure and permanent.

A gentleman remarked that that zemindar would be a great fool who would not give a mockrurry lease to the ryot on his engaging to pay 100 cent. increased rent.

Baboo Kissory Chand Mittra said that this motion could not fairly come in as an amend-

ment

ment to the Resolution moved by himself. If the speaker wished he might bring it forward as a substantive Resolution.

Baboo Biprodass Banerjea said he hoped his amendment would not be rejected on technical grounds.

Baboo Kristodoss Paul remarked that he had a suggestion to make. What the mover of the amendment had proposed would not keep the permanent settlement intact. By far the better plan would be for the Government to buy up the zemindaries, capitalise the estates, say, at 20 years' purchase, as was determined by Lord Canning for the redemption of estates, and thus kill the monsters which were said to be feeding upon the fat of the ryots. Then would the gordian knot of the permanent settlement be cut without injury to anybody, and without exposing the Government to the risk of breach of faith, and pemanency of tenure could be conferred upon the tenantry. He was sure that the zemindars themselves would not object to this arrangement, which would be both fair and equitable. (Loud cheers.)

The mover of the amendment suffered his motion to drop, and the original Resolution was accordingly put to the vote and carried.

The Rev. Mr. Long said the meeting had admitted the necessity of popular education, but did not point out the means. He wished the meeting would take this matter into consideration.

Baboo Kristodoss Paul said he was very glad that his friend Mr. Long had put that question. He did not intend to address the meeting, but would say a few words in reply. Mr. Long was doubtless aware that the imperial revenues of Bengal annually amounted to nearly 16 crores, and that its local charges to a little more than five crores. If a fair deduction were made from the customs and opium receipts for the North-Western Provinces, and for a proportionate quota of Bengal to imperial expenditure, there would still remain a suplus of about five crores. The people of Bengal were not unwilling to bear their legitimate share of public burdens; but was it reasonable, was it fair, was it just to tax them, when they showed such a large surplus? If they were on the wrong side of the account, they should certainly be taxed, but the Government had not yet shown that. He (the speaker) was aware that there were certain public writers who would not give Bengal credit for the opium revenue, but he hoped he had shown satisfactorily elsewhere that their objection was altogether futile. He had seen it stated that the majority of the members of the Government of India were in favour of the federalization of the finances. He for one would rejoice at such a measure. Bengal would then be a decided gainer. Hitherto the hard earnings of Bengal—the fruits of so much labour and toil—had been spent chiefly upon newly annexed territories, which could not pay their way, but that gross injustice would be remedied if each Province were made to provide for its own expenses after meeting the imperial quota. The friends of the ryot would prove true friends to him if they would unite and claim financial justice for Bengal. And if after a fair adjustment of accounts there should still remain a deficit, he was confident that his countrymen would not grumble to bear any new cesses that might be deemed absolutely necessary. (Applause.)

Baboo Kally Coomar Coss said that there seemed to be a grave misapprehension among some gentlemen present. They seemed to be under an impression that the meeting was opposed to popular education. Nothing of the kind. They all advocated popular education, and he could say for his educated countrymen that they had done so much by voluntary efforts that it would be a gross injustice to subject them to a compulsory tax for that purpose. If it was necessary, another meeting might be held for the consideration of means.

Baboo Kristodoss Paul said that if by the word "means" Mr. Long meant a compulsory tax in some shape or other, he could only say that the reverend gentleman was aiming to destroy a system which was the corner-stone of the Education Despatch of 1854. In that Despatch it was declared that the grant-in-aid system having been attended with wonderful success in England, was extended to India. The object was two-fold: 1stly, to reduce the direct expenditure of the State on education and to expand the area of national education with the aid of the people; and, 2ndly, "to foster a spirit of reliance upon local exertions and combination for local purposes, which was of itself of no mean importance to the well-being of a nation." Of course this system has not proved successful in the other Provinces, but in Bengal its success has been marvellous. Where there were in 1856 only 25, there were, in 1866, 403 Anglo-vernacular schools, and where there were only 54, there were in that year 1,932 vernacular schools, and the schools would have multiplied still more if the Government had been true to its own promise and had sanctioned corresponding grants. It had been urged that these schools did not reach the masses. But who attended these 2,000 vernacular schools? The higher and middle classes would as a rule give English education to their boys, and the children attending the vernacular schools *ipso facto* came from the lower strata. Of course much yet remained to be done, and would doubtless be done, if the Government would second the present voluntary system with adequate liberality.

Baboo Issur Chunder Ghosaul said:

Mr. Chairman and Gentlemen,—I shall not long trespass on your time, and therefore will be as brief as possible in my address to you. The subjects of discussion that have drawn us here together this evening are of the most vital importance to all of us, without exception, and they are, 1st, the improvement of the people, by extending education to the

masses through the agency of the Government; 2nd, the improvement of the country, by opening up of new roads throughout the districts of the Bengal Government; and, 3rd, the imposition of a new tax to meet the expenses that these proposed measures would necessarily entail on the Government.

I shall not dwell on the advantages likely to be derived by the community at large by the spread of education among all the classes on a system of compulsory taxation. I shall not also dwell on the mischief and injury that will accrue to these Provinces by adopting any measure of education that will in any way dwarf the spirit and counteract the self-action of the people who have already successfully evolved the principle of voluntary education, and have not yet rested in their glorious work. Neither shall I dwell on the material progress which these Provinces are likely to make through improved intercommunication in all its parts, though the existing roads throughout its vast surface remain almost unrepaired and uncared for. Nor shall I dwell on the discredit and obloquy which the Government will surely heap on its own head in the presence of the whole civilized world, by breaking through its thrice guaranteed pledge to hold inviolate and sacred the terms of the permanent settlement of the land revenue of these Provinces. These matters have been and will be more ably discussed by others who are better qualified to handle them than I can ever presume to do. I shall therefore draw your attention only to a single circumstance, and that is, shall we as a people who have largely imbibed English knowledge and ideas not prove to our teachers the value we attach to that knowledge and to those ideas by claiming from them by every constitutional means within our reach a share in the administration of the finances of the country when with an overflowing revenue in these Provinces new and unnecessary taxes are to be imposed upon the people?

It is admitted by all who have ever paid the least attention to the subject, that the Bengal Provinces, containing the largest area and the richest soil, and the most industrious and peaceful subjects of Her Majesty in all India, is the most neglected by the Imperial Government; and to prove to you, if proof be needed, I shall read an extract from a letter which the Government of Sir John Peter Grant had addressed to the Honorary Secretary of the British Indian Association on the 17th December 1861.

"The Lieutenant Governor is sure that the Association is fully alive to the crying wants of these Provinces in roads, bridges, canals, waterworks, public buildings, and public works of every description; and he thinks it probable that they have a general knowledge that there is no part of India which is nearly so backward in these respects as are the Bengal Provinces; whilst there is no other part of India which responds to any outlay upon public works, great or small, so promptly, so surely, and so effectively as these Provinces do, by reason of their natural resources. But perhaps it is not always borne in mind that the provincial expenditure upon public works—petty district works excepted—is limited by the supreme authority, and that the allotment made to Bengal by that authority from the general revenues, has always been systematically less in an excessive degree (probably it would be safe to say by at least two-thirds), than what an allotment would amount to should that be framed on the principle of a share proportionate either to the revenue, or to the population, or to the geographical extent of the Bengal Provinces, or to all these together, as compared with the other Provinces of India. The result of this system, continued for a long series of years, has been such, in a comparative view, as those only who have seen many different parts of India, or whose duties have made them cognizant of what has been done from imperial funds for all parts of the empire, severally, are thoroughly aware of. At the moment there is only one really good road of any considerable extent complete in all Bengal, Behar, Orissa, Chota Nagpore, Assam, Arracan, and Cachar (which may be taken as one-third part of British India), namely, the Grand Trunk Road; and it is not too much to say that this single work would not have existed if it had not been, by geographical necessity, an inseparable part of the line through the North-Western Provinces."

Now, gentlemen, can you tell me why this should be—why this neglect—this apathy from our Governors? I will let you know why it is, by reading to you another extract from a letter which the present Government of Bengal addressed to that of India no later than the 28th February last, urging the claim of these Provinces to a fair share of funds from the general revenues of the empire, for the construction of feeder roads to the imperial system of railways, and not for the general improvement of the country, and therefore demands your gravest attention.

"Although, from the character of the people, military roads may be less necessary in Bengal than in the Northern Provinces of India, it seems to the Lieutenant Governor that Government is not the less bound to maintain at the expense of the State a fair proportion of imperial roads throughout its districts for the promotion of trade and the convenience of the public."

Some people imagine that this unfriendly action on the part of the Government of India towards us is of late origin. You have heard mention made of the construction of a Grand Trunk Road from the capital to its North-West frontier from the general revenues of the empire, but this Grand Trunk was not opened till about the year 1835. Previous to that period, all the military movements of the Government and the entire export and import trade of the Upper Provinces, were carried by another route which was constructed and partly maintained by the munificence of a native princess, the celebrated Ahilla Bahee. This road started from our suburb of Sulkea, and passed through the rich agricultural and mining districts of Hooghly, West Burdwan, Manbhoom, and Hazareebaugh, to

Benares. But no sooner the Government extended the frontier to further west, and found the quick movements of troops more necessary, than, through sheer military urgency, and not from any love to us, they opened the Imperial Exchequer, and constructed a chord line from Pulta Ghat in Hooghly, carried it through Burdwan, and joined the old Trunk Road at the Dhunwa Pass. Now mark the fate of the old main line. From that very year it was altogether neglected; it was completely abandoned. The repair expenses were transferred to the new road, and the old one was utterly ruined, and it remains for the most part in that neglected state up to this day.

Again, early in the year 1857, when the system of "main line of Imperial roads" first came under the consideration of the Supreme Government, the principle on which "Imperial" and "Local" roads were to be classed was laid down in their letter dated the 17th April of that year. The question was further more fully discussed by the Government of India in the year 1868 in their letter dated the 12th September of that year to the address of the Government of the North-Western Provinces, when it was distinctly ruled by the Government of India that "that Government must bear the expenses of all railway feeders except such as were mere roads of access connecting railway stations with the road system of the country."

I shall now try to show to you how this double pledge, given by the Government of India at different periods for the construction of the main line of "Imperial roads" and of "Railway feeders" from the general revenues of the empire, has been redeemed by them, as far as Bengal is concerned, by reading extracts from the correspondence of the present Government of Bengal with that of India, urging the claim of these Provinces to better consideration. The Government of Bengal, in letter dated the 5th February last, states:—

"The principle thus laid down has unfortunately been acted upon in Bengal to a very inconsiderable extent, and the tendency of later years has been to restrict expenditure on roads from the general revenues, and, indeed to press upon the local Governments to take every opportunity of relieving the State from charges of this description. It seems to the Lieutenant Governor, however, that special consideration is necessary to the case of railway feeder roads, if it is desired that fresh roads of this class should continue to be made, and, indeed, short of this, to enable the Government to escape the discredit of allowing such road already constructed to fall into a state of disrepair.

"Many of the feeder roads are now complete, but some of them are still under construction, and others are necessary, which have not yet been commenced. When all have been completed, the yearly expense of their maintenance will amount to a very considerable sum. The traffic upon most of the feeder roads is heavy, and it is absolutely necessary, if they are to be really efficient, to keep them in a state of repair superior to that of most local roads.

"At the time when most of the feeder roads were constructed, the local funds of Bengal were believed to be in a flourishing state. They were annually supplemented by large grants from the One per Cent. Income Tax Fund, which are not now received. Since that time also the collections on the Nuddea rivers and on the canals have yearly exhibited a falling-off, chiefly, as it is supposed, in consequence of the diversion of traffic to the railways through those very feeder roads which have been constructed from the surplus toll collections. The funds which it has lately been found possible to allot for the repair of the feeder roads have been utterly insufficient, and these are certain to fall into very general disrepair unless some change be introduced. Nor has the amount of other local funds kept pace with the increased demand consequent on the general extension of local communications throughout Bengal. It seems to the Lieutenant Governor that the considerations which in 1857 induced the Governor General in Council to recognise the principle that the advantages of the then imperial communications should not be confined to those favoured districts only which were intersected by the Grand Trunk Lines, and to determine on the construction of new lines of roads "to complete net-works of imperial roads," apply exactly to the case of railways and railway feeders. And, in addition, it may be remarked that expenditure on these roads adds directly to the Imperial revenue by increasing the traffic on the railway lines, thus relieving Government from the payment of the guaranteed interest on, and in some cases enabling it to receive direct profit from, the railway company; in fact, these roads contribute as directly to the income of the railway as if they were branch lines. The Lieutenant Governor would therefore recommend that the railway feeder roads, all of which either connect important places of commerce with the railway, or form connecting trunks between the railway and Imperial roads, should be maintained from Imperial funds."

Now, gentlemen, I pray you to give your most serious attention to what the Government of India state in their letter, dated the 17th March last, in reply to these very just and considerate recommendations of the Government of Mr. Grey, after having previously given their pledge, as I have already shown to you:—

"It is to be borne in mind that the means of the Government of India are limited, and the demand for feeder roads in all parts of the British Indian Empire is large. If the Government of India were to undertake all the feeder roads for the whole 5,000 miles of railway completed or in course of construction, it would be quite beyond the capacity of the present revenue. And although Bengal has strong claims to a large share of the public works expenditure on account of its riches and population, it is, on the other hand,

very lightly taxed in proportion to its riches and population, and is, therefore, the more capable of contributing increased local revenue.

"In regard to the advantage of railway feeders in increasing the traffic earnings of the railway and so saving guaranteed interest, it is to be marked that this argument applies less forcibly to Bengal than to other Provinces. The traffic on the East Indian Railway has already been as much as the line could carry, and this, it may be hoped, will recur even when the chord-line is completed. On the average of the last three years, this charge for the *entire* main line of the East Indian Railway has hardly exceeded 12 lakhs per annum. If allowance be made for the fact that the greater part of the traffic earnings are in Bengal, it will be seen that the charge for guaranteed interest for this railway in Bengal is quite inconsiderable, if not *nil.* For the Eastern Bengal Railway the charge for the last three years has scarcely exceeded two lakhs per annum. Thus, in Bengal, the guaranteed interest on railway capital has almost ceased to be a charge of any importance.

"No doubt there would be advantage in adding to the railway feeders, and so obtaining if possible, excess profits over 5 per cent. in the repayment of interest previously advanced, but it is quite possible that an outlay might be incurred with this object which would be incommensurate with financial advantage to be derived. The state of the case has passed beyond the stage at which it can be said generally that all outlay on railway feeders must be profitable. It is not necessary to enter into specific calculations for each case to show that there is reason in the individual case to expect a profit commensurate to the outlay. But there are doubtless other advantages to be considered irrespective of immediate profit in railway earnings."

Now, gentlemen, I shall add a few remarks with regard to the statement made by the Government of India, that we are very lightly taxed in proportion to our riches. It is a prejudice in those who think that by the terms of the permanent land settlement our taxes have become light, and that we have risen in wealth in consequence thereof. I deny this. I maintain that that settlement was a most exacting settlement at the time, and that in consequence, many zemindars were sold out of hearth and home because they could not realize the Government assessment. But the permanent settlement has done us this good, that it has given to us a *motive power* for exertions in developing our agricultural and industrial resources, and *to this more* than to the terms of the permanent settlement I ascribe our riches, such as they are, and they are not much.

Gentlemen, it is the bounden duty of every civilised Government to provide means of communication to their subjects from the general revenues of the country, and that of India I hold to be no exception to the rule. Besides, I have shown to you how the Supreme Government is pledged to construct the "main line of Imperial roads, as well as railway feeders," throughout the country, from the resources at their command. Therefore, if the Government hold to its pledge, and if the larger municipalities that are already in existence, and the smaller unions that are or will be soon growing up in every direction under Mr. Dampier's Act, fulfil their duties by constructing such roads within their respective circles as might be needed, where would be the necessity, I ask, for imposing the proposed road cess on the agricultural population of the country?

In conclusion, gentlemen, I would again press on you to make a timely move for a share in the administration of your finances, if you wish to prevent the lavish waste of money on the Public Works Department. Here is a notable instance of what I say, and I say this advisedly. It is a recognised principle in economy, whether in families or in Governments, that no new works should be undertaken until the old ones are placed in an efficient state, and in this view of the case, and knowing the state of our roads and communications, one would expect that the best part of the grant made by the Government should be devoted to those purposes. But how stands the fact? In a Note on the Expenditure on Roads in Bengal during the Six Years, 1861–62 to 1866–67, inclusive, appended to Mr. Leonard's "Note on the best means of raising Funds for the Construction and Maintenance of Local Roads," I find in paragraph 3 the following figures:—

	Rs.
Imperial Funds - - - - - - - - -	1,32,66,366
Local or District Road Fund - - - - - -	83,65,826
Income Tax Fund - - - - - - - -	18,87,825
Total - - - *Rs.*	2,35,20,017

Out of this sum only 75,93,002 rupees were expended on the repair and improvement of the old roads, while no less a sum than 1,59,27,015 rupees was expended on the construction of new ones. No wonder that roads constructed this year would be completely useless the next, if such an unequal share be allotted to their repair and improvement. And yet, gentlemen, we are called upon to submit to a new tax for keeping up this wasteful system. There is another instance. In the 4th paragraph of the appendix to Mr. Leonard's Note, you will find that "during the six years, nearly 40 lakhs of rupees per annum have been spent on roads and works connected therewith, exclusive of the cost of establishment," which amounted to about 44 lakhs in addition. Forty-four lakhs on establishment to supervise the expenditure of 40 lakhs per annum! Is not this sheer waste of money? What would a court of justice say to any manager of a private estate who brought it to

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uin by such a course of expenditure?—No individual or nation can stand such treatment. Disorganisation is certain to follow it.

Gentlemen, with these observations I shall submit to you the Resolution with which I have been entrusted, viz.:—

> "That it is the duty of the Government of every civilised country to improve the roads and communications for the promotion of the material well-being of the people, and that a special road cess in addition to Imperial and municipal taxes is inexpedient and uncalled for."

Baboo Sarodaprosunno Mookerjea seconded the motion, which was carried unanimously.

Baboo Sreegopaul Paul Choudry moved the following Resolution:—

> "That the Committee of the British Indian Association be requested to draw up and forward, after obtaining signatures, a memorial to the Governor General in Council, praying for the consideration of the proposals for the imposition of an education and road cess."

Baboo Kasianuth Biswas seconded the motion, which was put to the vote and carried.

It was understood that the European gentlemen present did not vote.

Kumar Suttyanund Ghosaul moved thanks to the Chair, and the meeting broke up at 7½ p.m.

From *A. Wilson*, Esq., Officiating Secretary to the Landholders' and Commercial Association, to the Officiating Secretary to the Government of Bengal; dated Calcutta, the 28th October 1868.

YOUR letter, No. 1519, of the 13th May, with its appendices of a copy of letter, No. 237, dated 25th April, of the Government of India, and of yours, No. 1521, of the 13th May, to the British Indian Association, has been made the subject of communication with the members of this Association, resident in the Mofussil, whose practical experience best qualified them to form opinions upon the points mentioned in paragraph 5 of your last-mentioned letter.

The assessment of the zemindars is a matter of perfect simplicity upon the principle laid down in paragraphs 9 and 10 of the letter of the Government of India, and it is only in dealing with those holding beneficiary interests in land under the various forms of sub-tenure that difficulty appears to arise.

It appears from paragraph 4 of your letter, No. 1521, of 13th May, to the Secretary, British Indian Association, that his Honor the Lieutenant Governor contemplates exempting a certain class of cultivators from the incidence of the tax, viz., those who pay rent at the market rate of the present day, and that the class who are to be taxed are those ryots having a right of occupancy. The reason, no doubt, for this distinction is, that the latter class of cultivators are supposed to hold their lands at a lower rate of rent than that paid by tenants-at-will, deriving thereby a larger profit from their holdings than the class it is proposed to exempt.

Judging, however, from the information procured by the Committee, it would appear that the difference between these two classes of cultivators is more nominal than real, and the line of distinction so difficult to draw that they much fear that any attempt to do so would probably bring about a contest between landlords and their tenants that would fill the courts with lawsuits, a result which is most strongly to be deprecated. It must also be remembered that there is a great number of cases still pending between zemindars and their ryots brought with the object of settling their respective claims regarding rights of occupancy.

The Committee taking these points into consideration, are of opinion that it would be the more judicious policy either to exempt cultivators altogether from the cess, the course the Committee would recommend, or to make no distinction between these classes of ryots as regards the incidence of the tax.

Should, however, the Lieutenant Governor determine to exempt only that class already referred to, it is proposed by Government to assess the tax on the actual profits drawn from the land, and to distribute its incidence in proportion to the share of the profits which is derived by the possessors of every beneficial interest in the land, whether he be zemindar, lakrajdar, putneedar, farmer, holder of any intermediate tenure of any description, or the actual cultivator of the land, with the exception of the class alluded to above.

The Committee are of opinion that there would be no difficulty in assessing the zemindars and other holders; the assessor appointed by Government would have power to make them produce their books and jumma wasil bakkee papers, which would show the amount of profit they severally derived from their tenures; but when we reach the actual cultivators, the difficulty immediately presents itself how to assess them equitably, and to collect the amount thus assessed without converting the means so employed into an engine of extortion and oppression.

The most practical and economical, as well as the least vexatious, mode that the Committee can suggest is, that in every case where a zemindary or independent talook has been sub-leased, the last holder, or in other words, the person in direct contract with the actual cultivators, be empowered to realise from his tenants that portion of the tax payable

able by them, he receiving a fair per-centage on the amount assessed as a remuneration for his trouble, and to protect him from loss; or he might be allowed to compound for the total sum payable by himself and his occupancy ryots. In like manner where the zemindar collects his rents from the middlemen, as well as from the actual cultivators, he should be made the means of collecting the amount of cess leviable from his ryots, receiving a fair commission as in the case above.

If the Lieutenant Governor consider these suggestions of any practical importance, the Committee would further recommend that the zemindar or last holder, as the case may be, be especially empowered to collect the amount of the tax summarily with the rent, and in all cases where the landholders may have to sue the cultivator before he can realise from him the sum due, the magistrate be authorised to include the amount of the tax in the decree for rent. The suit would be brought for rent *plus* the amount of tax, and the plaint must clearly set forth the two amounts sued for; the decree, in the same way, should distinctly specify the amount decreed for rent and for the tax, and the landholder on realising the decree should give a receipt in a similar form.

The Committee do not question the propriety of levying a tax upon incomes derived from the lands for the improvement of roads, and the general introduction into Bengal of village schools, and they admit the importance of imparting an elementary education to the bulk of the agricultural classes; but at the same time they are of opinion that Government should at first act with caution in those districts where it is an established conviction that a "man of the pen" cannot engage in agricultural labour without degradation, and that loss of position and respect, which it is so well known that natives will not face, even when great privation attends the observation of this caste prejudice.

The Committee would urge upon Government the necessity of their making an effort to mitigate, and, if possible, remove this baneful influence that exists amongst so large a number of the agricultural population of Lower Bengal, a prejudice which most seriously interferes with the improvement of agriculture, and so limits the benefit of education as applied to the agricultural districts.

From *R. B. Chapman*, Esq., Officiating Commissioner of the Presidency Division, to the Secretary to the Government of Bengal, No. 128, dated Calcutta, the 3rd June 1868.

I HAVE to apologise for my delay in replying to Government Order, No. 600, dated 6th February 1868, by which I am directed to submit my opinion on the expediency and feasibility of raising an educational cess in Bengal like that now paid in the permanently settled districts of the North Western Provinces.

2. I waited at first for any light that the experienced district officers of this division could throw upon this very important subject. From them I have had little or no help. Since I received the last of their reports (rather more than a month ago) the exceeding difficulty which I have found in attempting to sketch any practical scheme at all is the reason why I have kept back my own report.

3. The delay thus caused has been of this advantage to me, that I have seen Mr. Leonard's valuable Note (published at page 294 of the Supplement to the current year's Gazette) on the best means of providing funds for local public works, and the correspondence between the Government of Bengal and the Government of India (published at page 317 of the Supplement to the Gazette) on the means of providing funds for elementary education in Bengal.

4. From these last papers I gather that the task before me is so far simplified that the time for discussing the "*expediency*" of levying a rate for education is gone by, the Government of India having abandoned discussion, and resolved, in fact, that the thing is to be done.

5. In so far as it has been determined to give up the idea of a "voluntary" cess in Bengal, I accept the decision with thankfulness. I must be forgiven for expressing my utter incredulity that the various educational and other cesses so highly prized in other parts of India have ever been "voluntary" in anything but the name; and my regret that the many honourable men who have resorted to these cesses, for noble and beneficent ends, should have been driven by the force of circumstances to the subterfuge of asserting that they were free-will offerings. Of course they have been levied only in virtue of the decree of authority, the people not, in remote provinces, understanding that there could be no authority without the support of the law, or, perhaps, finding quite sufficient reasons for overlooking the absence of legislative sanction. Of course they would not have survived for five minutes the withdrawal of official countenance.

6. It will be enough upon this point to say that I am quite convinced, and so are all the officers of this division, that to attempt to treat the people of these parts as on a par with the less civilised populations in such matters could only end in humiliating and utter failure. If we are to have cesses at all, we must have the full sanction of the Legislature before we begin to levy them.

7. As to the determination of the Government of India that cesses shall be levied, I do not dispute its justice or its propriety. I have, in my humble sphere, long ago come to the

the conclusion that the advance of civilization in these parts imperatively demands the development of local resources and the creation of a local revenue. Yet it is, I must confess, a little disheartening to see a matter of this importance dealt with in a manner so off-hand, the very serious difficulties in the way of such cesses being absolutely ignored and left to the local Government to get over as best it may.

8. We may fret and fume at the fact that the permanent settlement of Bengal has deprived the State of large resources that would have been at its disposal if it could have delayed that contract indefinitely, or, at any rate, till the present time (I believe myself that this is a narrow view to take, and that the advantages of the permanent settlement have been most cheaply purchased by its sacrifices), we may chafe at the alleged selfishness and apathy of the zemindars; but it is useless and unjust to ignore that, as a matter of fact, the State resources which were given up in 1793 are not now, and have not for many years been, accumulated in the hands of a few wealthy individuals who pass their time in selfish and careless luxury, but are distributed among a very large number of persons.

9. From statements which I have seen made, not without authority, and in places where error and ignorance on such subjects are not to be expected or assumed, I incline to think that I shall cause some astonishment when I assert, as I do without fear of contradiction by any one who is really acquainted with the facts, that the zemindars of Bengal are not as a body wealthy men. There are *some* rich men among them, a few *very* rich men, but the bulk of the class are men of very limited income, and too many of them of embarrassed circumstances.

10. I think it very likely that not one-fourth of the primary payments of the cultivators reach the Government Treasury, and that the proprietors of the land in Bengal divide among them a profit of at least 10,000,000*l.* a year. But this is distributed over an immense variety of tenures, from the ryot with a right of occupancy, who, it is probable, ordinarily does in practice enjoy some beneficiary interest, to the Raja of Burdwan or the Raja of Durbanga.

11. The settlement has, I repeat, so worked (not, I think, disadvantageously) that the accumulation of immense properties in the hands of individuals is not common. The vast majority of the estates for which revenue is paid direct to the Government are *petty* properties, and the larger ones are almost all so charged with subordinate tenures of a more or less permanent character as often to leave the so-called owner with only a moderate annuity.

12. It is needless to remark and useless to ignore that this fact vastly complicates the question of levying a cess of any kind upon landed property. It is not a case, as the Government of India appear to suppose, of only two classes, the zemindar and the ryot, the zemindar collecting from the ryot 100 rupees and paying to the State 25 rupees. Were it so, it would be exceedingly easy and perfectly fair to demand at once from the zemindar another two or three or four or five per cent. as a local cess; but the case is, generally, that of a zemindar to whom only a moderate annuity is reserved, the rest having long since been made over to subordinate tenants who are, by every principle of justice, as liable to a local cess as the zemindar.

13. Nor will it help us if we impatiently charge the zemindar with having squandered his resources, and alienated his share of the revenues upon which we had reserved a lien for local improvements, as a dry abstract theory that may be true for practical purposes, the agreement is worthless; for many a zemindar has *purchased*, and purchased at a very high rate too, nothing more than the limited interest which he himself enjoys.

14. The truth I imagine to be, that under circumstances such as existed when the permanent settlement took effect, complicated rights and interests will always immediately spring up with amazing rapidity, and cannot be prevented even by prohibitory laws. It is impossible to act now as if they did not exist; and, whether the local Government or the Supreme Government solve it, the problem how to distribute any new burden imposed upon the land over all these subordinate interests must be solved before a single cess can be righteously or successfully imposed.

15. I remark, in passing, that while I agree personally with the Government of India in thinking that local rates and cesses are *not* barred by the solemn pledges of the permanent settlement (if they were, this country must practically be condemned to stagnation), our only chance of persuading the zemindars and the people that they are righteous will be to spread them over a wide area, and not to confine them to the individuals who pay into the Government Treasuries the land revenue of the country. There are other reasons which, I think, I shall show to be unanswerable, why this is necessary.

16. I think it will be best that I should deal, in this report, at once with the whole question of rates for distinct and other purposes, and I intend to do so; but I will first say a few words upon the particular cess on which this reference has been made to me, a cess for the education of the poor.

17. It is not, I presume, open to me to dispute the propriety and expediency of the levy of a *district* cess in Bengal for such a purpose. Yet I think it right to lay before the

the Government the accompanying remarks by Baboo Rajendra Lala Mittra upon the subject, and to point out a few rather serious objections to this means of providing for this particular object in Bengal.

18. In the first place it is deserving of serious considerations that the effect of imposing such a rate must probably be to check very largely the growing liberality of the people for educational purposes, and to shift to the shoulders of the Government a very considerable expenditure now met by the people themselves, in a natural and healthy way, without Government interference. To what extent existing voluntary contributions would be impaired I am unable, of course, to say; but I incline to think that in these parts, we should sacrifice of existing educational resources, by imposing a rate, probably a least, half as much as we should levy, while I have no doubt that a rupee for such objects paid really willingly, and without official interference, is morally better than two rupees levied by law.

19. *Secondly*, I wish to remark that all the recent arguments and discussions, the result of which is to place Bengal nominally lowest in the scale *quoad* primary schools, appear to me absolutely to ignore the very numerous indigenous schools supported by the people without our interference. I greatly doubt whether, if we include such indigenous schools which, in this division, at least, are plentiful, the comparison between Bengal* and other parts of India would prove so much to our disadvantage; I should on the other hand much like to know whether, for instance, the recent alleged rapid multiplication of primary schools in Bombay is anything more than a transfer of indigenous schools to Government superintendence.

20. The levy of a rate for education in the only way which I can think of as practicable, would, unquestionably, transfer to the Educational Department the whole burden of village education; for, of course, a man who paid a rate would not also consent to pay a schoolmaster, or, if he were forced to do so, would consider himself greatly ill-used. There would then, no doubt, follow upon the introduction of such a rate an immense apparent increase of primary education which might be *wholly nominal*. Though no doubt it is reasonable to suppose that, in time, immediate Government superintendence would improve the quality of the primary schools, I confess to doubting whether this advantage might not be purchased too dear, and whether the responsibility incurred would not be too great.

21. Then, again, if a rate be generally levied, we must be prepared to organise schools *generally*. I observe from the figures that in many parts of India where rates are now levied, the schools are few and far between, and many a man must pay a rate (said to be *voluntary*, too!) to whom no school is available. In Bengal, every man who pays a rate will demand (and I think righteously) that a school be placed within his reach. To arrange this in a country like this will be very difficult.

22. I confess to being unable to perceive on what grounds the cost of primary schools is to be laid particularly upon the land. The Government of India says that, when it made the permanent settlement, it did not undertake the education of the people. I am not sure that the assertion is good for much; for the Government did not specifically catalogue the duties that it undertook; but it is, at least, certain that the *landholders* did not undertake it, and I can see no grounds for imposing it upon them.

23. I am inclined myself to the opinion that, in a country like Bengal, the rate for primary schools, and perhaps for village police, should be levied upon a much smaller unit of area, and from those interested in the village† or union; the proprietors of land contributing their fair quota, but no more. I throw out the suggestion only, for I presume that it is little likely to be adopted. I would remark, however, that there lies before us, indubitably in the future, a system of parish or communal rates, as well as a system of district or country rates, and that it would be well to decide, on sound principles, from the first, what charges should lie against each. We have good precedent in the matter in the English practice, which is founded upon the experience of generations. A *country rate* for village school would there be absolutely impossible.

24. I ask the Government to pardon me this long preface and proceed, without further dissertation, to discuss the practical question, how can a district rate upon the land be levied for whatever purpose.

25. This is the real difficulty, and I confess to being little satisfied with my own solution of it; of the many persons whom I have consulted upon the matter, I have found no one able or willing to suggest any feasible plan whatever.

26. The *first* position which I maintain is that it will be impracticable to levy any such rate upon the zemindars alone. *They simply could not bear it.* I leave aside the objections that

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* A missionary well qualified to judge, and experienced in respect of both provinces, tells me that in his judgment, based upon intercourse with the people, there are decidedly more readers among the masses of the Lower Provinces than among the people up-country.

†Since I wrote this I have learnt from Mr. Monro that this is the place which he would prefer an extension of our municipal "union" system.

that we do not know the income of most of the zemindars, and have no means of ascertaining it. The Government of India itself repudiates the idea of levying any rate proportionately to the revenue, which it rightly declares to be no kind of measure of the proportionate profits of the landowners. This is, perhaps, only a techinal and minor objection. The *insuperable* objections are, *first*, that to levy a rate of the kind, not for their own benefit upon the zemindars alone, would be, if not a breach of the settlement, so like it that it would be impossible to persuade *them*, at any rate, that we had not broken faith; and, *secondly*, that, for the reasons given above, the zemindars are much too poor to bear the whole burden. Whatever our theory, the imposition upon them of the whole of such a rate would be, practically, to lay it upon only one, and that probably not the wealthiest section of the landed proprietors of the country. I confess that, in my opinion, this would be something like confiscation.

27. I calculate that for our roads, our schools, and our village watch, we want in Bengal a local revenue amounting to not less than a fourth, or even more, of our land revenue. The Government cannot, and will not, think of imposing such an addition to their burden upon the zemindars alone. Take, as an example, the case of the Raja of Burdwan. His rent-roll, I believe, is about 44 lakhs, of which he pays 40 as revenue; could the Government think of imposing upon him an additional two per cent. upon his gross income for schools alone?

28. I dismiss, then the idea of rating the zemindars alone as quite out of the question. We must rate certainly down to the lowest beneficiary interest in the land. I believe, myself, we must go lower still.

29. The *second* leading position that I take is that, whatever mode of rating we adopt, it must not involve any kind of inquiry whatever; it must be *self-acting*, for the simple reason that the expense of any inquiry would be intolerable. If it be widely spread, a trifling rate will be very productive, but only on the indispensable condition that no inquiry be necessary for its assessment, and no machinery whatever for its collection.

30. I can think of only one way in which it is possible to levy a rate under these conditions; it is to impose the burden uniformly, by measure, upon the land. We must not even attempt a classification of the soil such as Mr. Leonard suggests. That would be impracticable, and a rate imposed as I suggest would be so light that classification would not be worth while if it were practicable.

31. To give an idea on this point, the incidence of the land revenue in this division, per standard beegah of 1,600 square yards, is as follows:—

	a.	*p.*
24 Pergunnahs	4	10½
Jessore	2	8
Nuddea	2	10½

32. And a cess of 1 pie (1-12th anna) per beegah would produce in the—

	Rs.
24 Pergunnahs	25,550
Jessore	36,820
Nuddea	32,240

Both calculations exclude the Sunderbuns entirely from accounts.

33. I suppose that the Education Department will not be satisfied unless provision be made for placing a school within a maximum distance of two miles from every house, and I do not think that the people either, if they are to pay a rate, will be satisfied with less. To do this we want one school to every eight square miles, or, in—

	Schools.
24 Pergunnahs	316
Jessore	457
Nuddea	412

34. Baboo Bhudeo Mukharjyi, in his paper published at page 319 of the "Gazette" Supplement, states the present cost of each village school in Bengal to Government to be 63 rupees annually. Apparently, upon the fully developed plan which he would advocate, each school would cost to Government 108 rupees, and that is based upon the supposition that the people provide, in the way of fees, presents, &c., other 60 rupees for each school. I think we must make our *court* upon the people declining all such fees the moment a rate is introduced, so that the whole cost of each school, which, including contingencies and inspection, would be 168 rupees, will fall upon the rate.

35. The cost of a complete system of village schools will then be as follows:—

	At 63 Rupees per School (present Cost to Government).	At 108 Rupees, estimated Cost.	And at 168 Rupees, estimated entire Cost.
24 Pergunnahs - - - - - - -	19,845	34,128	53,088
Jessore - - - - - - - -	28,791	49,356	76,776
Nuddea - - - - - - - -	25,956	44,496	69,216

36. I presume that I must not cast even a lingering thought upon the idea of the Supreme Government contributing any share of the cost of these schools, although that was, and in my opinion *is*, undoubtedly done in the North Western Provinces. I assume, then, that we must provide for schools alone the whole sum stated in the fourth column of the Table in the preceding paragraph.

37. In his report upon the village watch of Bengal, Mr. M'Neill calculated that two watchmen would be maintained on an average for every three square miles, and one officer for every 12 square miles. Supposing the watchmen to receive 5 rupees a month and the officers 10 rupees, the cost of such a force would be annually, in the—

	Rs.
24 Pergunnahs - - - - - - - - -	1,26,125
Jessore - - - - - - - - - -	1,82,554
Nuddea - - - - - - - - - -	1,64,845

38. On local public works we could, no doubt, presently spend with advantage almost as much money as we could get. It will be enough to say here that a rate of one anna a beegah, after providing for the complete system of village schools and village police sketched above, would leave a surplus annually available for local public works as follows:—

	Rs.
In the 24 Pergunnahs - - - - - - -	1,27,365
Jessore - - - - - - - - -	1,82,488
Nuddea - - - - - - - - -	1,64,819

It would probably not be expedient to levy so much as this in the two last districts.

39. But so far it appears that *for a rate of one anna per beegah* we could relieve the people of all charges for village police and village schools, set them free from all tolls, and I think even all ferries.* I entirely agree with Mr. Leonard as to the desirability of getting rid of such encumbrance; supply them with an efficient system of village police and village schools, and do a good deal more than we are now doing for their roads.

* The zemindary dawk cess should be given up too.

40. I have still to point out *how* such a rate could be levied. It is essential that the *gross* rate should reach the Government Treasury without any deduction whatever. The contribution of the landed proprietors would be the uncollectable portion of the rate; that portion of it which is levied upon tenants at will, who, in theory at least, pay a rack-rent and the entire cost of collection, the whole constituting a very important share of the entire rate.

41. We know the gross area of each zemindar's estates. The procedure would be simply to impose upon him whatever rate it might be resolved to levy, and I would not hesitate to make the estate responsible for it under the sale law. At the other end of the scale every cultivator would be bound to pay to his landlord the rate upon his holding. In cases where the area of a zemindar's estate is not known, I would allow the Collector to estimate it.

42. There still remains the serious difficulty how to distribute among the different grades of tenure holders the proprietor's share of the burden, which would be probably, on an average, at least one-fourth of the whole. I would not include in the term "proprietor's" here *actual cultivators* with a beneficiary interest.

43. I do not think this difficulty can be solved without consultation. Perhaps it may be impossible to frame a rule that would be universally applicable. Apparently, the only way would be to authorise each superior tenure holder to levy from his immediate subordinate a fixed per-centage less than the demand upon himself. What that per-centage should be must remain for consideration, if the general plan at all commend itself for adoption.

44. It remains that I notice a few of the obvious objections to this scheme. That there are objections I fully concede, but I can think of no plan without many more objections.

45. It will be said, *first*, and chiefly, that this is to levy a rate, not upon the zemindars, but the ryots. The answer is, *first*, that whatever *we* may say or do, the zemindars will (and I incline to say *must*) make their ryots contribute to any cess of the kind, however levied;

second,

second, that after all a very large and indefinite share of this cess would not be paid by the ryots; *third*, that there is no objection to the ryots contributing to the cess as they do in other parts of India, especially as, *fourth*, the ryots chiefly will benefit by the cess.

46. It will be said *next* that it is unfair to make all land pay alike. The answer to this is that, after all, the incidence of the rate will be so light that this is no great grievance, and that anyhow it cannot be avoided. I calculate that the rate will very seldom indeed amount to 10 per cent. upon the rent paid by the cultivator, very often it will not be 2½ per cent. The Government of India expect a rate of at least two per cent. to be levied *for education alone!*

47. I must, in conclusion, revert for a moment to the question of whether the Imperial Government should not share such burdens with the ratepayer. If all India paid the rate entirely as a local cess, of course it would be most reasonable that Bengal should do the same. The Government of India maintain that these cesses are paid, elsewhere, by the people, and not out of the Imperial revenues. I have said that, in the North Western Provinces, I greatly doubt whether this be really true, and I confess to being somewhat sceptical as to the fact in all the recently settled Provinces.

48. Be the *theory* what it may, I cannot believe that, *practically*, a landowner will consent to the same settlement, or a Government officer will succeed in imposing the same settlement, when a rate is to be paid, as he would do if there were none. Certainly, in Bengal, and I presume elsewhere, there is much actual bargaining between the settlement officer and the landowner before the rate is fixed upon the land at a settlement. The settlement rules do not of course provide for this; but the process nevertheless goes on *pari passu* with the procedure enjoined by the rules which it undoubtedly influences. I feel confident that in Bengal the Government will not, in new settlements, get the same revenue when a rate is imposed, as it would do if there were no rate, and what does that mean, but that, in fact, the Government in such cases has to pay the rate or a share of it? When a rate is superadded, as it must be superadded, in the permanently settled districts, there is not, of course, room for any process of the kind.

49. I do not venture to make any deduction as to the claim that the people of Bengal have for Imperial assistance in this matter of such rate.

50. I would not have it understood, because I have written this report, that I myself think such a cess as I have proposed the fairest and most expedient mode of providing the required funds; on the contrary, I wish explicitly to say that it will most certainly be very highly unpopular with all classes. Every direct tax, such as this, is peculiarly hateful to the people of this country. A moderate addition to the salt tax, high as it is, would be infinitely preferred by the people, who we may presume to be the best judges of their own wishes in such matters; but I know that this is out of the question.

51. And I do not enter at all upon the many very important subsidiary questions which will arise if such cesses be imposed, such as the creation of district committees to control the funds, the introduction of compulsory education, and so on. All such matters must be left for the separate consideration which their importance demands.

From Baboo *Rajendralala Mittra* to *A. Smith*, Esq., Magistrate of the 24 Purgunnahs, Alipore; dated Maniktollah, the 29th April 1868.

I HAVE the honour to acknowledge the receipt of your endorsement, No. 145, of date the 4th March last, on certain correspondence on the subject of raising a cess similar to that now paid in those districts of the North Western Provinces, where the permanent settlement is in force, for the maintenance and extension of vernacular education in Bengal, and requesting my opinion on the same.

2. The correspondence covered by your endorsement includes a letter from the Rev. J. Long to his Excellency the Viceroy and Governor General, in which certain suggestions are made for the extension of the benefits of vernacular education to the masses, and as those suggestions have given rise to the question of an educational cess, it is necessary to inquire how far they are likely to prove practically favourable to the end in view, before a correct conclusion can be arrived at as to the necessity or the expediency of such a tax. I take the liberty, therefore, of making a few remarks on them at the outset, though they do not form the subject of your inquiry.

3. No man who is familiar with the history of education in this country can be unaware of the arduous and unremitting labour which Mr. Long has for years devoted to promote vernacular education, and of his benevolence and sympathy for the lower orders of the people. His suggestions on such a subject, therefore, claim the highest consideration. But after a careful and very attentive examination of them, I regret much to find they do not seem, on the whole, to be either sound or practical.

4. No one in his senses will deny the propriety and desirability of extending education to all classes of the people, and particularly to those who are unable to help themselves; and the general principle enunciated by Mr. Long in the 3rd paragraph of his letter has

therefore my entire concurrence. I cannot believe, however, that the plan suggested by him is likely to extend the benefits of education to those classes to whom his attention is particularly directed.

5. It is well known that society in India is divided by the system of castes, and so long as that system exerts its potent influence, it is hopeless to expect that the mere establishment of cheap schools will induce those orders of the people whose caste renders manual labour the only means of their support, and whom social usages have assigned the lowest occupations, to avail themselves of education. Thus, for instance, the different castes of Jelliah, Malla, Tior, Bagdi, Dom, Mehter, &c., who earn their living by very low occupations, as well as the great bulk of the aboriginal races, cannot possibly afford to send their children to school, even when free schools are available for them. Their castes do not permit them to rise in the scale of society even when educated, and their occupations require a training for their children which no school can afford, and therefore they cannot be expected to appreciate schools. No doubt a compulsory system may be tried, but compulsion in their case, I am humbly of opinion, will prove a far greater evil than ignorance, for it would in a great measure unfit their children for those occupations by which they have to earn their livelihood. The Jelliahs, who lead an amphibious life, passing a greater portion of their time in water than out of it, cannot possibly find the atmosphere of a schoolroom the most conducive to health, if they have in after-life to engage in the profession of their caste. A few of them might wish to better, by the aid of education, the condition of their children to such limited extent as is possible under the incubus of caste, but, generally speaking, they have not the necessary means and leisure for the purpose, and therefore even free schools established for them will either remain empty, or have their forms occupied by other than those for whom they will be opened. It is possible that there may be rare instances where the requirements of time and money are available, and in such cases there is nothing to prevent their availing themselves of the Gooroo and other existing schools of the country.

6. Members of most of the castes above named are agriculturists by profession; so are Pods, Kaivartas, and a whole lot of others of middle, and a few even of high rank, in the scale of caste. They are either actual cultivators or farmers of land, which they cultivate partly by themselves and partly by paid labour. These are all known by the generic name of *cháṣás* or *cultivators*. The great majority of these are generally very poor, and their children at seven or eight years of age are employed in tending cattle, or in light labour in the house or the field, and they will find attendance even at free schools a source of positive loss which they cannot tolerate, particularly as the kind of education proposed for them "has not," according to Mr. Long's own admission, "any pecuniary value," and in the lottery of life "offers only blanks." "Knowledge for its own sake" must be the only incentive in such a case, but, like "love in a cottage," it cannot have many admirers in any state of society; it has few in Europe, and fewer in India; among the lower orders of the people, representing about two-thirds of the population, it is unknown; and it would be futile to expect that it will suffice to induce any large number of our agriculturists to send their children to school.

7. The middling and higher castes among these, however, who are generally somewhat better in their circumstances, more mindful of the requirements of their status in society, and have the means to command hired labour in aid of their agricultural occupations, are not unaware of the advantages of education even such as they can afford, and they do send their children to school; but they cannot afford to permit regular attendance, "as the time of the boys," to quote Mr. Griffith, Inspector, 3rd Circle, North Western Provinces, "is most precious to them, and when the mangoes are ripe, or the crops are being stocked, on no account they can be spared; nay, each family has some cattle, and each family must send a child to look after them, and the more so since pounds have been introduced in these Provinces." Under such circumstances, the education imparted to the children of the agricultural classes must necessarily be very imperfect, and cannot possibly include more than the barest elements of writing and cyphering.

8. In the scale of castes, iron-smiths, carpenters, potters, and weavers hold a middling place, and have comparatively more leisure and means at command; and their children therefore, can, and generally speaking do, attend schools more regularly than those of the agricultural classes; so do the children of such agriculturists as are by caste either Brahmins or Káests. The children of petty shopkeepers, who mostly belong to castes of middle rank, are also pretty regular attendants at school. In fact, the thirty thousand village schools which Mr. Adam reported upon, and the many thousands more which he did not know, are attended principally by these classes of pupils. They learn a little more of writing and cyphering than those named in the preceding paragraph; and in any scheme of primary education that may be designed for this country, they are the persons whose wants and opportunities are to be mainly attended to. For a long time to come education, unless at a cost which no Government can afford, will not descend lower, and attempts therefore to carry it to those classes which Mr. Long has most in view, *viz.*, the lowest class of cultivators and day labourers, being generally of the lowest castes, cannot but end in failure and a sad waste of time and money.

9. In the absence of statistics, it is impossible to calculate accurately what are the relative proportions of those who are, in the present circumstances of the country utterly unteachable,

unteachable, and those who are willing and able to receive a primary education. Taking the population of different Provinces under the Bengal Government, at the generally received figure of 40 millions, the total of juvenile population would be 6,666,666, or a little over 6½ millions. Deducting somewhat under half for females, there will be a balance of about 34 lakhs of boys between 7 and 14 years of age to provide with the means of education. Of these about 82,636 are the children of men (82,636) who have, according to the Income Tax Returns, an income of over 500 rupees per annum each, calculating at the rate of a school-going boy to each ratepayer, or six individuals in a family. These, for obvious reasons, have to be taught, and about half of them do get their education in English.

10. The Income Tax Returns show an aggregate of 212,047 ratepayers, whose incomes range from 200 to 500 rupees per annum each. These at the aforesaid rate of six members to a family would represent 212,047 boys fit to be taught; and the whole of these could afford the time and a good part of the money necessary for education in English, if schools could be brought within their reach.

11. The higher and middle classes named in the two preceding paragraphs represent in round numbers about three lakhs of boys. Deducting them from the total of 34,00,000, there will be left over three millions or thirty-one lakhs of boys requiring education in the vernaculars, *i.e.*, in the Bengalee, Hindee, Uria, Assamese, and about a score of aboriginal dialects.

12. Information is wanting to show the relative proportion between the agricultural and the labouring classes of the people of Bengal. In a thoroughly agricultural country like India, the number of agriculturists in a village may be taken, at an average, at one-half the labourers, including fishermen, &c., and the shopkeepers, artizans, &c., representing the other half in equal proportions. The proportions no doubt vary very greatly in different districts, but for a rough estimate of the educational requirements of the country, I take this to be a safe guide. It gives:—

Boys of the labouring classes or of the lower castes - - -	7,75,000
„ of agricultural ditto, or of lower and middling castes - -	15,50,000
„ of artizans, &c., ditto, or of the middling castes - - -	7,75,000
TOTAL - - -	31,00,000

13. It has been shown above (paragraph 5) that the labouring classes, including persons of the lower castes, or the bulk of them, cannot be, for a long time to come, brought under the influence of education. However desirable it may be that they should be so brought, their castes, their occupations, and their want of means render it for the present simply impossible. At least one-half of the agricultural classes are in the same predicament, and so are about one-third of the artizans of the lowest class, such as basket-makers, domes, and the like. Making the necessary deductions for these, there will remain for the teachable population of the Bengal Government—

Labourers, say about one-eighth, or - - - - - -	1,00,000
Agriculturists, half of the total - - - - - - -	7,75,000
Shopkeepers, artizans, &c., two-thirds - - - - -	5,00,000
Total of boys to read the Vernaculars - - -	13,75,000
Total of boys to read English - - - -	3,00,000
GRAND TOTAL - - - -	16,75,000

or about one-half of the total number of boys in the country between the ages of 7 and 14 years.

14. For the education of these, Government at present supports 521 colleges (general and special) and English and Anglo-vernacular schools, teaching 39,963 boys, at a total cost of 14,17,157 rupees, and 2,129 Vernacular schools with a total of 75,153 pupils, maintained at a cost of 6,46,524 rupees. Calculating with the aid of these data, it appears that for the extension of the existing system to the 16¾ lakhs of boys referred to above, there should be 3,320 more English schools, at the cost of 90,33,086 rupees, and 25,646 Vernacular schools at a cost of 1,18,28,809 rupees, or a total of 2,08,61,895 rupees.

15. Rev. Mr. Long is unwilling to extend the education of the people in the English language and literature, and would even take away from the Government grants now devoted to the purpose a portion for the support of vernacular schools. He is, however, for extending the scope of his scheme to the lowest classes, so as to include the whole of the male juvenile population of the country, including those who are to be deprived of English education, altogether numbering upwards of 32 lakhs, and a good portion of the girls, say about one-half of the total, or 16 lakhs, making a grand total of 48 lakhs of pupils for general education. He desires then to add to it agricultural education, Oriental Colleges for University standard of education in the vernaculars, and the Indian classics, the cost of improving the vernacular literature of the country, and a separate machinery for direction and inspection. Now the average cost of vernacular education in the middle class schools, according to the published report of the Director of Public Instruction, is

7 rupees per student, and in the lower class schools 3 rupees. If the ratio of middle class to lower class schools to be established be as 1 to 3, the average per pupil would be 4 rupees. At this rate the 48 lakhs of pupils would require, according to Rev. Long's scheme, 1,92,00,000 rupees for their education, and a round sum of at least 8 lakhs for the agricultural and other purposes which he has in view. These would give a total of just two crores, or about three-fifths of the land revenue of the country! To provide this sum, he suggests a grant of 2,00,000 rupees from the State, a saving of say one-fourth of the present cost on English Schools and Colleges, 2,50,000 rupees, and an education cess (of 2 per cent. as proposed by Government) on the zemindary revenue of 3,55,47,002 rupees,* or about 7 lakhs; altogether a sum of about 12 lakhs!

Revenue Board's Report for 1866-67.

16. No doubt the Government may supplement the first instalment of two lakhs by other and heavier grants, but I am persuaded that such grants cannot possibly come up to anything like the amount required to make up 20,00,000 rupees; nor is the prospect of any heavy accession of means from the public at all great. Mr. Long's policy is to make primary education compulsory; it is not likely therefore that the resources required for his proposed schools will be, to any material extent, aided by schooling fees; for it would be absurd to suppose that those who will be compelled to send their children to school will voluntarily pay schooling fees; while an unpopular compulsory tax will create such a revulsion of feeling in the propertied classes as entirely to shut the door of voluntary contributions. It is not to be denied that the accession of 12,00,000 rupees to the education grant will proportionately increase the number of elementary schools in the country, but such schools will at once be taken hold of by the higher castes, and the lower castes to whom allusion is made by the term "masses" will remain perfectly "untapped" and untouched. Of course even under such circumstances, the schools will do good, and therefore are desirable. But some of the means by which they are purposed to be supported are, in my humble opinion, peculiarly objectionable.

17. Had the country been under a Native Government, a vernacular education graduated from an elementary to a high University standard according to the different classes of the people, would be the best, but its political condition being different, it is necessary that our system of education should likewise be different; at any rate it is absolutely necessary that the language of the rulers should be extensively studied by the subject race. On it mainly depends the well-being of the State, for without it no sympathy can exist between the governors and the governed: and the best intentions of the former are apt to be misunderstood by the latter, and the administration of Government and of justice cannot but be very defective. No fellow-feeling can be created between the two classes, except through the agency of a community of language, and for the importation of the modern sciences of Europe, a thorough knowledge of the English language is a *sine quâ non*. In short, the intellectual, moral, material, and religious amelioration of the people depends on the progress of English education in the country, and to check it would be to check all improvement; to stop it, to bring on an intellectual blight most baneful in its consequences. I cannot, therefore, look upon Rev. Long's recommendation to divert even a portion of the funds now devoted to English education but with extreme disfavour. The injury it will inflict on the people cannot be compensated by even every man, woman, and child in Bengal having a thorough knowledge of the *Bodhodoya*, the highest book recommended to be taught for bringing the light of knowledge to the masses. It is a mistake to suppose that education can extend from below upwards; like heat and light it radiates from the centre, which in the social body is represented by the middle classes. Those classes have in every age and clime acquired the highest amount of learning, and by their example set the intellect of the lower and upper classes into motion. To deprive them of facilities for learning for the sake of the lower classes, would be to deprive those who can and will make the best use of education, for the sake of those who cannot and will not have it.

18. Perhaps Mr. Long is under an impression that the English schools are attended by the sons of zemindars and rich men who ought to pay for their requirements. As a fact, such, however, is not the case. The English schools of the country are attended principally by the children of the middle and the lower middle classes who require and are in every way deserving of State aid for their education. I earnestly hope, therefore, that the Government will not in any way check the present system of English education. What is urgently wanted is its expansion and not its contraction.

19. As regards the cess, Mr. Long is not definite as to the persons from whom it is to be raised. Mr. Additional Secretary Bayley's letter, however, leaves no doubt on the subject. A cess of two per cent. from all the zemindaries in the country is what is in contemplation. This, however, I am of opinion is not practicable. The conditions of the permanent settlement will not permit of its being made compulsory, for no consideration, however important or however urgent, will justify so upright a Government as that of British India to break a solemn pledge; and there is no prospect that the zemindars will voluntarily bind themselves to pay a heavy permanent tax. The success which attended the exertions of the revenue authorities to raise such a tax in the permanently settled Benares District, is due to very exceptional circumstances which do not exist in Bengal. A century of peace and security of life and property under the benign and liberal English rule, has taught the people the value of property and the constitutional

means of defending their rights, and they will not be slow in availing themselves of them to resist to the utmost all attempts to make them enter into engagements which will increase the risk of their estates being brought to the hammer under the revenue laws. Influential officers may induce a few, but the moment a single individual succeeds in resisting payment, those few will report their acts which they will believe to be foolish and stupid, and the result will be that every one will set their face against the tax.

20. The moral obligation to provide for the education of the poor rests on the affluent or the propertied classes, whether landholders or fundholders, merchants or tradesmen; and there is nothing that makes the zemindar specially responsible. At any rate his interest in land is not greater than that of the talookdar, the putnidar, the mukararidar, and the other owners of permanent tenures; and I have not heard any reason assigned to render the zemindar alone liable, except their being rich, and the ease with which a tax can be realised from them. But neither of these two reasons appears to me to be fair. If wealth is to be the index as to the class liable to taxation, as no doubt it is, all who are wealthy should be taxed alike, and not the zemindar alone. It would be unfair to single out one class of rich men and leave out the others; and no amount of convenience can justify that which is unfair on the face of it.

21. Nor is it a fact that the zemindaries as a body are all or mostly rich. From such statistics as I can gather, the very reverse seems to me to be the case. In the province of Orissa, it appears there are altogether 6,525 zemindaries, out of which 6,303 pay an annual revenue of from seven annas to 1,000 rupees, or an average of 172 rupees per estate. The settlement rule of Orissa allows one-third of the revenue as the zemindar's share of profit, which will give to the owners of the 6,303 zemindaries an average of 57 rupees per annum each, or *Rs.* 4. 12. per month, which is somewhat under the pay of a syce in Calcutta. In Chittagong, which is a highly subdivided district, there are 43,585 estates, yielding altogether 7,72,142 rupees, or an average of *Rs.* 17. 11. 5½. each; 39,217 of these pay a revenue of under 10 rupees a year; 3,825 under 1,000 rupees, and 533 under 5,000 rupees, leaving only 10 estates to pay above that sum. In Sylhet, again, there are 77,226 estates with an average revenue of only *Rs.* 5. 8. 1. per annum each; 34,548 of these pay under one rupee; 70,965 under 10,77,156 rupees under 500 rupees, and only 60 above 500 and under 5,000. In 1852-53 there were altogether 2,06,576 zemindaries in the 34 districts of the Lieutenant-Governorship of Bengal, out of which 43,457 paid under eight annas; 22,396 between eight annas and one rupee; 70,057 between one and ten rupees; 31,630 between 10 and 50 rupees; and 23,435 between 50 and 250 rupees, giving a total of 1,90,975 estates, which yielded under 250 rupees, and at an average of only *Rs.* 29. 2. 11. each. There were 10,893 mehals which paid between 250 rupees and 1,000 rupees a year, or an average of *Rs.* 525. 8. each. These added to the preceding will make 2,01,814 holdings, with a revenue of 91,00,822 rupees. I have no data to calculate the ratio of profit to revenue. Judging from the terms of the decennial settlement, it would seem that originally the zemindaries were settled at 10 per cent. malikana, inclusive of collection charges. But a great portion of the waste lands which were left unassessed at the time of the settlement have since been reclaimed, and zemindaries have generally greatly improved. In some of the northern and eastern districts, such as Rungpore, Mymensing, &c., the profits of the zemindar have increased twenty-fold; but in those districts which were highly cultivated at the time of settlement, and which had little waste land, such as Hooghly, Burdwan, Moorshedabad, &c., the increase in many cases is not two-fold. An average of five times the original 10 per cent. or 50 per cent. of the revenue would be an excessive rate, but to disarm adverse criticism I shall adopt it as the basis of my calculations. At that rate in 1852-53, 2,01,814 estates out of the total of 2,06,576 would represent a profit to zemindars of under 500 rupees a year each; and the owners of these estates with scarce 42 rupees a month are, I am sure, not likely to be called rich in any sense of the word. The Government felt their condition to be so hard as to exclude them from the operation of the income tax, and it is not at all to be supposed that they should be selected for the education tax, in preference to talookdars, putnidars, merchants, bankers, and others whose incomes are reckoned by thousands.

22. In 15 years since 1852-53, the Butwara laws have subdivided the original 2,06,576 holdings on the district rollsin to 2,28,681, proportionately reducing the profit per each estate. But I shall leave out of consideration, for the present, this cause of rapid deterioration of zemindaries in Bengal, inasmuch as it is to a certain extent compensated by several estates falling into the hands of one zemindar. Taking for the sake of convenience and in the absence of statistics each zemindary to represent a separate zemindar, it will be seen that only 4,762 zemindars out of 206,576 get over 500 rupees a year, and these represent an annual revenue in round numbers of 2,65,00,000 rupees. Under the most favourable circumstances, the revenue officers of Government cannot influence one-fourth of these to enter into a voluntary engagement to pay two per cent. of their income for education, or in default see their properties sold to the highest bidder on a given day.

23. Were it, however, otherwise, and it could be possible either by private engagements or by a compulsory law to make all the 4,762 of our zemindars to pay the cess, still it would not be preferable for the present voluntary system which has worked so successfully

fully in Bengal. From the last Report of the Director of Public Instruction, it appears that 9,04,929 rupees were contributed by the people of Bengal in 1866–67, out of which four lakhs were derived from subscriptions or private endowments. Were a compulsory cess to be levied on those who paid these subscriptions, they would naturally reduce their private gifts, and so what will be gained in one way will be lost in another. At present there are many zemindars who devote considerably more than two per cent. of their incomes to educational charities, and several of these would for certain, under the annoyance of a vexatious tax, considerably reduce their private donations, which cannot but tell against the educational resources of the country. One gentleman in the neighbourhood of Calcutta, with an income of about a lakh, devotes 12,000 rupees a year to the maintenance of schools; under a compulsory law he would have to pay only 2,000 rupees, and he, I know for certain, would not pay a pice more. It may be added that the desire on the part of the natives to contribute to the support of schools is daily on the increase, and, with proper encouragement, may be made to yield a much larger sum annually than at present. The educated natives who, according to Rev. Long, would do nothing to raise the Bengal ryot to the status of a "man and a brother," constitute the managing committees of at least 1,000 of the grant-in-aid schools of the country, and are the most active agents in raising subscriptions. They are willing and ready to double the amount of private contributions within two or three years if Government will meet them half way. But "the voluntary system," says Mr. Atkinson, "is being seriously checked by a deficiency in the amount of public money required for its development." He adds that "owing to the estimates of the departments for the grant-in-aid funds and for elementary vernacular education being annually reduced by large sums under the authority of the Finance Department, he is obliged to limit the operation of those schemes to such an extent *as to put a mischievous restraint upon local efforts.*

24. Another objection to the education cess is that it will be a new and a direct tax. People in this country and perhaps everywhere grumble less against a slight increase of an old tax than against a new one, and a direct tax is of all others the most repulsive to Indians.

25. For these reasons, it would be preferable if additional taxation for the support of elementary education be absolutely necessary to add to the amount of one of the existing taxes, and the most promising appears to me to be the chowkeedary tax. A pice for every house out of that tax would yield a sufficient sum even in small unions for an elementary school of the "lower class" in every village, and in large unions for a "middle class or even an Anglo-vernacular" school. Such schools would cost the Government nothing, would be accessible to the people everywhere, and, if kept under the control of the chowkeedary tax panchayats, subject of course to the inspection of the inspectors of schools, would be generally liked and are sure to prove successful. The people through their headmen would take an interest in them, and the zemindar or his gomasta would feel compelled to support them.

26. It is in contemplation, I believe, immediately to extend the operation of the chowkeedary system to all the principal villages of the country by a new Act, the draft of which is now before the Legislature, and the opportunity may be taken to oblige each union, which here represents the German *Gemiende* or the French *Commune*, to maintain, at its expense, a *primary* school in every village, included in it, a *burgher* or Anglo-vernacular school in every town. The expense for these schools would not be heavy, and the Chowkeedary fund is not likely to be much affected by it. The details of this scheme are, however, foreign to the subject of this letter, and I must therefore leave to others to elaborate them.

From Colonel *J. C. Haughton*, C. S. I., Commissioner of the Cooch Behar Division, to the Additional Secretary to the Government of Bengal, No. 606, dated Julpigorie, the 27th March 1868.

I HAVE the honour to acknowledge receipt of your letter, No. 600, of 6th ultimo, with enclosures, calling for an expression of my opinion on the expediency and feasibility of raising an educational cess in Bengal, similar to that now paid in those districts of the North-Western Provinces where the permanent settlement is in force.

2. As to the possibility of raising funds for educational purposes by a special cess, I think that there can be no question; but as to the mode in which such cess should be levied, and the expediency of the measure generally, it is probable that very much difference of opinion will be found to exist.

3. Admitting that in one way or another a tax for education can be raised, the first question is, who shall pay it? Should it be levied on the owners of the soil, the occupiers and cultivators, or on the whole mass of the people able to contribute. Unless the tax be of uniform amount payable by all, rich and poor alike, landlord and tenant, townsman and cultivator, I see no escape from considerable difficulty. If the tax is imposed on the landowners, they will, in many cases, realise it directly and largely to their profit from their tenants. If the Government requires a rupee they will take two. I have heard of wealthy

wealthy landlords who, in consequence of their accumulations, had to pay income tax, but who nevertheless fully recouped themselves from the ryots of their estates, and I believe such instances are common. It is probable that in very many cases the landlords would evade the burden and throw it on the people. My own experience fully justifies this view. It seems to me, therefore, that unless the exact amount to be levied from each ryot is fixed, recourse to the landlord for realisation of the cess would only increase the burden on the actual payer, and enable the landlord to evade that imposed upon himself.

4. Mr. Long speaks of the indifference of the people to education, and the extortion practised with regard to the chowkeedaree tax, and apparently feels that such a measure as an educational cess would be opposed to the sense of the people. It may be accepted, I think, as an axiom that people will complain the more and bear less easily the burden of taxation the oftener the tax-gatherer appears at their door. What conceivable amount of taxation on salt would induce the people to rise? If an anna in the month become two or even three in the purchase of this necessary of life, men might grumble; but I do not think the fact would originate a street row. Any one can ascertain for themselves what such an increase of indirect taxation would yield to the revenue. On the other hand, direct taxes have been proposed intensely irritating to the people which, if imposed, would yield nothing worth consideration. Assam yields, I suppose, a net revenue of eight lakhs from opium, a tax raised without any resistance, although it seriously affected the usages of the people. His Honor the Lieutenant Governor will recollect the trouble which arose in Nowgong and the Khasia Hills in consequence of an injudicious enforcement of the income tax; and I well remember the hundreds, I believe and may say thousands, who surrounded the Lieutenant Governor's yacht in 1862 in his progress through Assam to protest against that tax, though but comparatively a small number were affected by it. Was that tax in Assam worth what it cost? Is the license tax now worth the cost of it in ill feeling? I have no hesitation in recording my belief that the military expenses necessitated by the imposition of the income tax in Assam outweighed the collections. Regarded as a private pecuniary speculation in the district to which I refer, the man who engaged in it would be regarded as a fool for his pains. I do not think it desirable that an educational cess should be levied if it can be avoided.

I am very well aware of the arguments against direct taxation, and especially increase of tax on salt, but simply do not feel the truth of them. In 1866–67, the amount of salt cleared was 73,26,185 maunds, a duty of a pie per seer on this quantity would give *Rs.* 15,26,288. 8. 8., or a pice per seer *Rs.* 45,78,865. 10., allowing 4½ seers of salt per annum as the average consumption of young and old of the lower classes, the *higher* rate would only tax them 1¼ annas per annum; the tax has the merit, too, of including many of all classes who do not otherwise contribute.

5. Apart from the inexpediency of making use of the zemindars to collect an educational tax from the people, on the grounds I have stated, it appears to me that such tax could not, in permanently settled districts, be levied either on the landlords or their tenants as a class. In the North Western Provinces it seems that the arrangement has been affected by moral suasion and personal influence. I fear that there are few districts in Bengal in which voluntary taxation could be initiated with a chance of success. From a variety of causes district officers have little personal influence, which, where it existed, would go but a small way in affecting a large district.

6. In Darjeeling, the Dooars, Assam, and the Khasia Hills, a tax might be realised directly from the cultivators of the soil, who would probably pay it without much grumbling, if they saw it applied directly in their own village to the purpose for which it would be levied. In Gowalparah and Julpigorie the zemindars might probably be induced to contribute, but the present is a very unfavourable time for such an experiment in Assam.

7. There is another point of view from which the expediency of raising funds for education by taxation must be considered, viz., the effect it will have on the present system. It seems probable that wherever the tax is introduced, the people will consider that they have a right to schools maintained by the State out of the funds raised by the taxation for the purpose, and will, in consequence, cease to contribute to schools, whether supported wholly by private subscription or partly on the grant-in-aid system.

8. I would earnestly deprecate the adoption of any system which would tend either to increase the burden of Government, whether for the supervision or maintenance of schools; certainly if a general tax were to be raised, every man who had not a school within reach for the education of his children would consider himself wronged. Assuredly then the Government would find it quite impossible to cover the country at once with schools, so as to place education of some sort or another within the reach of all, and failing this, the levy of a general tax would be felt to be unjust.

9. The Deputy Commissioners have not given their opinion at length. Colonel Rowlatt is of opinion that in his district a general tax would be inexpedient and unjust, and proposes local taxation supplemented by Government.

10. Captain Morton deprecates direct taxation for such a purpose; he believes that direct taxation on the part of Government is in too many instances accompanied by illegal exaction on the part of zemindars. He sees no difficulty in raising all that is required by voluntary contributions, supported by equal contributions from Government. He believes that of their own motion zemindars will contribute nothing, but that they

may be shamed into supporting a general educational scheme. He would invite contributions for 15 or 20 years, at the end of which time he thinks the people would pay for their own education.

11. Major Comber is not in favour of a new cess for education; he considers that if the zemindars agree to pay the cess, the burden would fall on the ryot; he is of opinion that it would tend to destroy voluntary effort and be distasteful to all.

12. On the whole, it seems to me that if extra funds must be raised by a special cess, the best plan would be to adopt what I will call the permissive system. To form, in the first instance, small village circles, within which the majority so wishing, an educational cess might be levied, for the use of the school or schools within the circle, or for the establishment of schools. It would of course be necessary to fix a limit as to the proportion the tax should bear to income, and some other details. In the course of years, when education comes to be generally appreciated, this might give place to a more general system of taxation coupled with compulsory education.

From *A. Money*, Esq., C.B., Commissioner of the Bhaugulpore Division, to the Additional Secretary to the Government of Bengal, No. 470, dated Bhaugulpore, the 31st March 1868.

In answer to your letter, No. 600, of the 6th ultimo, and enclosures, I have the honour to submit my opinion as desired.

2. Paragraph 12 of the Government of India's letter, says that "the main burden of vernacular education in Bengal should, the Governor General in Council thinks, not fall on the Imperial revenues, but, as elsewhere, on the proprietors of the land."

3. I am not aware what parts of this country or what other countries are referred to by the expression "elsewhere."

4. I believe in no country in Europe nor in America, is education a charge upon the land alone.

5. In Prussia, where every commune is bound to have a primary school, the charge in villages falls upon landholders and *all fathers* of families, and in larger parishes and towns upon the residents generally, while the entire cost of universities and the partial cost of gymnasia and normal schools is borne by Government. In France the *commune* has to provide the funds; where it cannot, the department comes to its assistance by a tax on persons and property limited to a certain per-centage. If further aid is required, the Government gives it.

6. In America, millions of acres of waste land were granted to different States by the Federal Government to provide for public schools, and the additional funds required are raised in each State, where the majority is in favour of general education by local taxation.

7. In England, schools are, I believe, entirely supported on the voluntary principle, with the assistance, where asked for, of grants from Government. Of Bombay I know nothing; but in the Benares Division of the North-West, the contributions of the land to education originated in a voluntary cess, self imposed.

8. In every country where either education or contribution to the means of providing it is compulsory, the charge and the duty seem to be recognised as general ones, enforced primarily by local taxation; and this would appear to be the correct view of the subject, for if public security and the advancement of the country demand that ignorance be combated and enlightenment introduced, surely the interests of all classes are equally concerned. It is quite as important to the manufacturer who employs workmen, to the fundholder, whose income depends on the stability of Government, that artisans and the general public should be well educated, as it is to the landlord that the agricultural population should be so.

9. But even if the case were otherwise, and if theoretically education was an appropriate charge on land, it would still be a question whether the terms of the perpetual settlement have not freed the landholders in Bengal from the responsibility.

10. There is no doubt that a general voluntary cess by zemindars in Bengal is out of the question. The education we have already given to the upper classes has taught them their rights, and renders hopeless the exercise in a matter like this of that kind of personal influence which led the zemindars in the Benares Division to impose an additional pecuniary obligation on themselves and on their descendants.

11. Moreover, I doubt whether, even were it not so, the difficulties of the case would be overcome, for it appears questionable how far a zemindar is legally empowered to alter, to the injury of his successor, the conditions of the original contract made between his ancestors and the Government.

12. The

12. The alternative from a voluntary cess given in the Supreme Government's letter is a tax upon zemindars of 2 per cent. on the revenue.

13. I have already given my reasons for thinking such a charge on the land would not be equitable. But granting that I am wrong in this view, there remains the question, *first*, whether such a tax would be or not legally an infringement of the perpetual settlement; *secondly*, whether in case it be not, the zemindars would consider it so.

14. It is, I think, very desirable that some clear and definite ruling be given of what the perpetual settlement means; what the privileges and immunities are which it promised to confer.

15. The public mind has of late been kept in suspense and agitation by constant rumours of fresh burdens to be laid upon zemindars. Two years ago, the Bengal Government suggested making them pay for the maintenance of roads; now the Supreme Government wishes to lay on them the expense of educating the people. Suggestions of this kind are ventilated in the Press, and the tendency of what is written in the English papers is always towards a lax interpretation of the Government obligation. I respectfully beg to state my opinion that propositions and discussions of this kind shake the belief of the upper classes in our good faith, and inspire an alarm which is on every account to be regretted.

16. My own belief is that the correct principle was laid down by Mr. Wilson in his speech introducing the Income Tax on the 18th of February 1860, where he says—"I hold him (*i. e.*, the Bengal zemindar) to be exempt from any special charge upon his land, but to be liable to any general tax that applies to all others."

17. If this interpretation be the correct one, of the immunities granted to zemindars by the perpetual settlement, a tax of 2 per cent. on the revenue would be an infringement of that settlement.

18. But even if this conclusion be avoidable, I have no doubt whatever that Native opinion would so regard it, and under the circumstances of our rule in India, what the people think is often of more importance than the dry legal abstract truth.

19. A good deal might also be said on the gross inequality of incidence that would attend a tax levied on a per-centage of the revenue. Persons who have not lived in districts settled while in a state of jungle have no conception of the light assessment on some estates. Zemindaries of 10,000 and 20,000 rupees rent, pay, in some instances, less than 100 rupees of revenue; the whole of North Bhaugulpore and parts of Monghyr and the Sonthal Pergunnahs are much under-assessed. In many places the tax would fall heaviest on the poorest landlords, while owners of rent-free property would escape altogether.

20. By the concurrent testimony of all intelligent natives whom I have consulted, the tax, if imposed, would be really paid by the ryots.

21. It seems to me the height of Utopian philanthropy for a Government of foreigners to insist upon making a subject people accept and pay for benefits which they do not appreciate or ask for.

22. But it may be asked are we then to do nothing? Are we to ignore a great duty and omit to supply a want beginning to be felt in many places? I would answer: Let us not go too far a-head of the times and the people. Let us be in the advance guard, but not so much in front as to be outside the sympathies and interests of the people.

23. A feeling in favour of education is gaining ground. During the six years that I have been here, I have seen unmistakeable proofs of it, by grants of money from wealthy landlords, and still more by the occasional establishment of schools by zemindars on their estates. Any compulsory taxation would at once dry up all the springs of private liberality and check the tendency towards a correct appreciation of the benefits of education.

24. I would therefore deprecate any interference whatever with the voluntary principle. All arguments drawn from the state of education in Prussia or other European countries are quite beside the mark in a country where the people are not self-governed.

25. What I should recommend would be an extension of the grant-in-aid system, giving a larger contribution from the public funds to every school which asks for assistance, and introducing, as recommended by Mr. Long, a separate system of inspection for Vernacular schools. Nothing would tend so much to encourage these as frequent visits from European Inspectors, whose business should be in the village and not in the station writing reports and returns.

26. I beg to send in original a valuable letter from the principal Sudder Ameen of Bhaugulpore, whose opinion I asked, and who has the merit of saying honestly what he thinks.

From *Baboo Nórttun Mullick*, Principal Sudder Ameen, to the Commissioner of the Bhaugulpore Division, No. 6 dated Bhaugulpore, the 28th February 1868.

In reply to your Memorandum, No. 429, of the 18th instant, I have the honour to report as follows:

The question of raising an educational cess in Bengal, similar to that paid by some of the Benares zemindars, may be best considered under the four following points of view, namely:—

1st. Whether such a cess can be raised by legislative interference or not?

2nd. If so raised, whether it would ultimately fall upon the zemindars or the ryot?

3rd. Whether it can be raised by use of personal influence and persuasion?

4th. If so raised, whether it would answer the end for which it is to be imposed upon a particular class?

In any scheme for imposing a tax upon zemindars, as zemindars, the third article of the permanent settlements must always stand in the way of legislative interference. The article in question enacts that "no alterations will be made in the assessment which they (zemindars, &c.) have respectively engaged to pay, but that they and their heirs and lawful successors will be allowed to hold their estates at such assessment for ever." Apart from the odium of breaking engagements with the zemindars, the political danger to the State arising from this breach of faith on its part would point out the necessity of non-legislative interference.

Admitting that the imposition of an educational cess upon zemindars by legislative enactment in no way interferes with their engagements, still the question arises, why they as a class should be made to bear a burden to which the other classes of the community are not liable. If it be answered that as they are by far interested in the improvement of their tenantry, so they are bound to defray the expenses to be incurred for attaining that desirable end, still this is uncalled-for interference on the part of Government with private rights, by an extension of the principle of which Government may call upon every manufacturer or merchant to establish schools for the tuition of those whom they respectively employ.

The cess itself on the plan proposed of levying it at two per cent. on the sudder jumma of revenue-paying estates would also work in a very unequal manner. In the first place proprietors of rent-free lands will be exempted from all taxation, and no reason can be assigned for their exemption which will not equally apply to the zemindars. *Secondly*, there will be inequality in the incidence of this tax upon the latter, for there are many estates with a small sudder jumma, which yield a very large income to their proprietors, while there are others with a large sudder jumma, the profits derived from which are not in proportion to the revenue paid to Government. The tax will thus lose the character of an income tax, and will be regulated by no fixed principle of taxation except on the arbitrary one of sudder jumma, which is no criterion of income.

As to the operation of the tax, the system of sub-infendation without limit which obtains in Bengal will be a bar to its practical working. It is well known that many of the zemindars, whose names appear in the Collector's rent-roll, have nothing to do with the collection of rents, and have become mere annuitants. Similarly many of the putneedars have created subordinate tenures, the result of which is that they derive an income from the estate, though no longer connected with the management of it. The tax if imposed upon zemindars will for the most part fall upon annuitants, and will be a tax upon income regulated, as before observed, by no fixed principle; if, on the other hand, it is levied from those who have the actual management of estates in their hands, the contracts which have been entered into between zemindars and their putneedars, &c., will have to be modified, as these were entered into on the faith of the assessment remaining fixed for ever. The confusion which will ensue in consequence of these modifications will flood the courts with law suits, and if the practical working of Act V. of 1862 of the Bengal Council be any exponent of what is to be expected, though in this case the necessity of providing dawk runners was known to the zemindars from the time when the permanent settlement was effected, it is not too much to state that for some years the drag upon the courts will be very heavy, and the previous relation between zemindars and their putneedars not restored till after the lapse of some years.

Supposing that the education cess is to be paid by those who have the actual management of estates in their hands, the next question that arises is whether Government will give or withhold from them the permission to reimburse themselves from their ryots; if permission be given, then there is no doubt that the cess will ultimately fall upon the ryots, and that in a proportion much heavier than what it would have been if directly levied by Government agency, for it cannot be doubted that the party in actual possession of the estate must derive some profit from the impost being raised through him for his labour and trouble; on the other hand, if permission be withheld, what guarantee is there

that

that it will not be levied from the ryots, and that the party in actual possession will pay the cess from his own pocket? Again, when Government by legislative interference is going to break faith with the zemindars, and letting them break their faith with the holders of subordinate tenures, with what grace will it impose terms upon parties in actual possession to restrain them from imposing new cesses upon their ryots?

Admitting that the restraining terms are in the Act to be passed, still does our experience justify us to believe that they will be observed; if past experience be a guide to future legislation, the fact is patent, that whenever a cess has been imposed upon zemindars, they have always reimbursed themselves by exactions upon their ryots. In the days preceding the permanent settlement of Bengal, there were cesses imposed upon the zemindars by the subadars Jaffyr Khan, Suja Alee, and Meer Kassim, and the result was that there was grinding oppression on the ryots in realising the same (*vide* Mr. Shaw's Minute of June 1789). If recent experience be appealed to, it is found that in many zemindaries, separate dakhilas are given to ryots on account of Dawk Khurch, which is at the rate of one pice per rupee, though the zemindar pays at the rate of one-third to half per cent. on the sudder jumma. Moreover, when the income tax was imposed, the same method was resorted to by some zemindars to realise what they were bound to pay, and even now, when it has ceased to exist, the new cess has not been entirely taken off from the ryots.

It may be asked why the ryots will submit to these exactions; but the answer is that it arises from their inability to contend with their zemindars. Exaction of rent is particularly difficult of proof, and in places which are far away from courts of justice, the ryots find it on the whole that it is better to submit to the terms of their zemindar than to be subject to a harassing lawsuit carried on at a day's journey from their homes; thus it will be seen from what has been stated in the preceding paragraphs that the ultimate result of any educational cess levied upon the zemindars by legislative enactment will be that it will fall upon the cultivators of the soil, a class least able to pay it, and thus frustrate the object the Government has in view of educating their children at the expense of their landlords.

As regards the question whether an educational cess can be raised by use of personal influence or persuasion, I am clearly of opinion that the Bengal zemindars understand their rights far better to submit willingly to any infraction of the terms of the permanent settlement; from what is known of their antecedents in appealing to the terms of the permanent settlement even in cases in which they are not exempted from liability to taxation as members of the community, it can be easily inferred that they will not, of their own accord, accede to terms by which they will destroy their own rights and immunities.

Taking it for granted that some of the zemindars can be induced to enter into engagements to pay an educational cess, still it may be asked whether it will be desirable to tax the charitable or humane disposition of a few individuals out of a whole class, or is it consistent with the dignity of a great Government to submit to solicitation by means of its great officers; even if the Government were to determine on this course, the amount raised would not be at all commensurate for the purposes for which it will be wanted, for in Bengal the system of sub-infeudation without limit, which is almost unknown in the Benares Division, will always hamper the action of Government officers in this direction.

It does not appear from the letter of the secretary to North Western Provinces Government to that of Bengal that in the engagements exchanged between Government and zemindars, there was any clause by which the latter bound themselves not to exact from the ryots what they were paying on account of the educational cess; this omission, whether intentional or not, is not of material importance, but this much is certain that Government could not enforce with good grace the insertion of a limitation clause in the engagement, and the practical result is that a wide door is left open to the zemindars by which they will reimburse themselves with heavy interest the amount of their contributions of the State. The cess, as already observed in a previous paragraph, will fall ultimately upon the cultivating ryots, and the object Government has in view, namely, the education of their children, will be attained at their expense without, in the least, touching the pockets of the zemindars.

In conclusion, I would beg to suggest that there are in Bengal at least certain peculiarities in the constitution of the native society, by taking advantage of which, and by legalising some of them, a certain amount may no doubt be raised. The system upon which Sanscrit Toles were supported has not altogether died away, and that which in former days was sufficient to maintain the Sanscrit professor with his pupils may be applied to maintain village Gooroos. However a local cess with necessary modifications on the Scotch plan, known as the "settling of schools," the happy effects of which Lord Macaulay so graphically describes, may after all be the means by which education of the sort contemplated may be imparted to the rural population.

From *C. H. Campbell*, Esq., Officiating Commissioner of the Burdwan Division, to the Secretary to the Government of Bengal, No. 42 A., dated Burdwan, the 13th July 1868.

In reply to your No. 600 of 6th February, I have the honour to state as follows:—

2. I consider the plan of raising an educational cess in Bengal similar to that now paid in the permanently settled districts of the North West Provinces, to be neither expedient nor feasible.

3. The question of the *feasibility* of the measure has, I presume, reference only to the suggested voluntary taxation. Of course, if a law were passed adding two per cent. to the revenue now derived from each estate, the increase would necessarily be paid as regularly as the present land revenue; but the collectors of the division and myself are clearly of opinion that it is hopeless to expect that any considerable portion of the landholders would willingly tax themselves for such a purpose, and, under all circumstances, I should be greatly surprised if they did.

4. It is not at all clear how the voluntary taxation at Benares was really brought about, and moreover I doubt very greatly if much real analogy between Bengal and the permanently settled portion of the North West exists. It is, for instance, perfectly clear that in a great part of the latter, the zemindars consist of cultivating proprietors, who are the very persons who directly profit by the tax, inasmuch as they have thus a cheap and good education provided for their children and brought to their doors.

5. As to the *expediency* of levying the tax from the landholders by legal enactment, I hold that a tax of this nature would, under all the circumstances, be an infringement of the permanent settlement (and therefore highly unjust and impolitic), as it would be simply adding to the land revenue now paid by a landholder because he was a landholder, while the rest of the community went free.

6. Again, I cannot see that the burden of the support of vernacular education should fall on landholders more than on other (say wealthy bankers or holders of Government paper) well-to-do members of the community. The latter are, in fact, at least as likely as the former to benefit by the spread of education, and are quite as well able to bear a share in the expense.

7. Moreover, it seems to me it would be unfair, with reference to the unequal way in which the land revenue now bears, to take such revenue and not the actual profit of the estate as the basis of the tax.

8. With the utmost deference to higher opinion, I am decidedly averse to interfere in any very material way with the present system of education in Bengal. I think that the country, in its present backward and semi-civilised state, as compared with European countries, is not yet ripe for any new great system of vernacular education to be carried on by compulsory taxation, and that such a measure would, under the circumstances, be positively mischievous and be more likely to retard than to promote the object in view. Liberal and enlightened native gentlemen, who are now beginning to take an interest in education and to assist in the establishment and management of schools, would probably draw back altogether on finding themselves compulsorily taxed and schools established and managed by the educational officers of Government without reference to them, and would be more inclined to throw obstacles in the way than to lend efficient aid.

9. Moreover, I do not think that the great body of the lower classes, *i. e.*, the agricultural labouring class, could at present be induced to send their children to Government schools. I believe that the very numerous Gooroo schools throughout Bengal, which are now in process of reformation and supervision by the Government educational officers, and the constantly increasing number of other schools of various kinds, will for a very considerable time to come, afford as ample means for education as are necessary.

10. In any great measure of the kind under discussion, it appears to me that to succeed we must have the feeling of at least a considerable portion of the people with us. Any such feeling is, I aver, in the present instance entirely wanting. Immense educational progress has of late years been made, and is now being made, in Bengal, and the lower classes are gradually, though slowly, being reached. No year passes in which new schools are not established by the liberality of native gentlemen, and many more gentlemen would, I feel sure, be willing to assist, if properly and judiciously applied to by the local and educational authorities, and if due notice were taken by Government of such displays of public spirit.

11. A public meeting to be held in each district once a year, to be presided over by the Commissioner of the division or, when possible, by the Lieutenant Governor, for the purpose of discussing the state of vernacular education, and raising funds by voluntary subscriptions, might also be of great use in furthering the ends in view.

12. I beg to forward in original, for the perusal of the Lieutenant Governor, a very able letter to the address of the magistrate of Hooghly, from Baboo Joykissen Mookerjee of Ooterpara, who was consulted on the subject.

From Baboo *Joyhissen Mookerjee*, Zemindar, to *R. V. Cockerell*, Esq., Magistrate and Collector of Hooghly, dated Ooterparah, the 22nd March 1866.

I HAVE the honour to acknowledge the receipt of your Memorandum, No. 205, dated the 29th ultimo, forwarding copies of correspondence on the subject of providing funds for the extension of vernacular education in Bengal, and asking my opinion on the same.

Before proceeding to offer my opinion on the expediency of raising an educational cess in Bengal, I beg to observe that my experience of the extent of instruction in reading and writing received by the masses is somewhat different from the statement made by the Rev. J. Long, that "it embraces but a fraction of the population, leaving the agricultural and the working classes in the main as ignorant as ever." I do not deny that our lower classes are sadly deficient in that mental discipline which it is the object of liberal education to develope; but with my intimate acquaintance with the condition of a very large number of persons low in life of every description, I can never bring myself to say that they are as ignorant of the Bengalee alphabet and arithmetic and of the duties and responsibilities of life as they are represented to be. In every village or hamlet of moderate size that I know of, there are at least one or two *patshalas* for giving instruction to boys in the elements of reading and arithmetic, and these are attended not only by the sons of those whom the Rev. J. Long calls the middlemen, but also by the sons of husbandmen, carpenters, barbers, goldsmiths, shopkeepers, potters, and in short by the sons of all above the class of day labourers. The course of instruction imparted in these *patshalas* is no doubt elementary, but it will not be denied that it has kept pace with the progress of the times, and varied for the better within the last few years.

I do not wish to deny for a moment that improvements may be introduced with advantage in the existing system of imparting vernacular instruction to the masses, but before any measures are taken by the State for a wider diffusion, and raising the standard of such instruction, it is necessary to see how far the exigencies of the country require such a change, and how far it would be appreciated by those for whose good it is intended. The fee for which a boy can receive instruction under a *Gooroo* in a *patshala* is so small, varying from one to eight annas a month, even which is not unfrequently paid in paddy or other corn, that there are scarcely 10 per cent. of the village families who cannot send their sons to a *patshala* owing to sheer poverty. It is not, however, all who wish to send their sons to *patshalas*. Those who have to earn a livelihood by working as day labourers little think of educating their sons, and prefer much rather to avail themselves of remunerated physical labour of their sons in their own walks of life as soon as they are seven or eight years of age, and train them to those industrial habits on which alone they look upon their future welfare. The sons of well-to-do agriculturists, carpenters, barbers, and other working classes attend the *patshalas* in early boyhood, but even while in a state of pupilage they are initiated by their parents in the mysteries of their respective crafts. Indeed, the teachers of my vernacular and Anglo-vernacular schools have frequently complained to me of the scanty attendance of the boys during the sowing and reaping seasons. With the working classes, knowledge for its own sake is not so much valued as to induce them to sacrifice to its altar the immediate and prospective advantages which they realise and hope for by training their sons in those professions which have been the means of their livelihood for several generations. I well recollect the difficulty I experienced in inducing the poorer classes of my tenantry to send their sons to schools when they were first established on my estates under the resolutions of Lord Hardinge. They seem to be perfectly satisfied with the instructions which their sons get at the *patshalas*. To raise their ideas of the necessity and benefits of a more extended system of education, it is necessary that the classes immediately above them, *i.e.*, the upper strata of the lower, and the lower strata of the middle classes, should have a greater amount of education than they can obtain under the present system. The little, very little instruction which these classes now receive in Anglo-vernacular schools, and vernacular schools of a higher order, tend only to make them indifferent to their hereditary professions without teaching them, generally speaking, the rudiments of "true philosophy and true religion." Many of them consequently lead a life of idleness and inactivity, if not worse. The hackneyed saying, "that little learning is dangerous," is nowhere better exemplified than in their instance, and it will be admitted that they create a considerable mischief by holding out their pernicious examples to their inferiors. With, therefore, every due deference to the opinion of many worthy and philanthropic supporters of the popular clamour for educating the lower order of the masses, I submit that the classes above them should have something like a better education than they can obtain in our aided schools, if not for their own sake, at least for the sake of classes below them. As the latter will not have any desire of educating to any extent their children unless they find that their superiors have made a good thing of it, and unless those superiors encourage them by their example and advice, I would entreat our Government to pay more attention to providing means for giving something like sound education to the middle and lower strata of the upper classes than what they at present receive. The inauguration of such a beneficial change in the present generation will completely revolutionise the taste and feelings of the lower classes, and will make it much easier for the State and individuals to teach the poorer classes even the simple rudiments of knowledge. Any premature attempts to disturb the natural classification of the people by neglecting the education of the middle and upper strata of

the lower classes by the unnatural attempt of commencing educating their inferiors are sure to fail, as I have explained above. I beg to state, in order that I may not be misunderstood, that I am not adverse to educating even the children of the very poorest classes of the people. What I maintain is, that the smattering of education will not reach or benefit them, if the children of the classes above them are not first attended to. I must also disabuse the minds of those who are unacquainted with the internal economy of the village schools and *patshalas*, that these institutions are open to all classes of the commuuity, and that the sons of the rich, the middle and the lower classes, sons of Bramins, Kyests, Sutgups, Kyebuts, and even of Bagdees, are freely taught in the same institutions. There is only some prejudice against associating with *Hurees*, *Domes*, and *Chandals*, but they form a very insignificant portion of the people. I am not singular in opinion, but it is shared by many eminent Anglo-Indian statesmen, such as Earl Canning, Sir Cecil Beadon, and a host of others. Even in England, where the lower strata of the middle classes have been much more educated than their brethren in this country can be expected to be, even by the proposed change of policy of Government for half a century, yet the Right Honourable Mr. Robert Lowe, in a speech lately delivered, deeply laments the imperfect education of those classes, and the consequent mischievous effect on general society. The sound maxim appears to be that education and civilisation descend from above and not rise from below. The "upper ten thousand" have ample means of their own, as well as that placed at their disposal by Government. The wealthier portion of the middle class also share in these benefits. They have not disappointed the hopes of Government, as the annual university examinations have proved. It is the neglect of the classes immediately below them who are not sufficiently provided for, but who in this, as well as in every other country, forms the most useful members of the community, that is much to be regretted. It is therefore of the utmost importance that the children of these classes should have an adequate share of attention, at the same time not neglecting the inferior classes.

The influence of such a system will not only benefit the former most interesting class, but rapidly descend to the inferior classes, and make education hold its proper place among the latter. Notwithstanding the much extolled Thompsonian system of Tehesilee schools in the North Western Provinces, the Bengal masses will come off more triumphantly than their North Western brethren. Why; because the classes above the masses in Bengal, notwithstanding the indifference of the State, are more educated by the social customs of the country than their brethren in the North West. I cannot, of course, speak with authority on the comparative intellectual positions of the peasantry and working classes of Bengal and England; but if I may be permitted to judge by what we see of the latter in the army and the navy, I cannot hesitate to say that the Bengal working classes do not at all suffer by the comparison.

For the reasons stated above, the intellectual status of a people is not raised by imparting very elementary instruction to the masses either in the vernacular or in a foreign tongue, but by giving liberal education to those who, by their position in society, lead by their works and example the van of progress in a country. The demand for education at present in this country is not among the lowest ranks in society, but among those who, in the social order of precedence, should be high in the scale of intelligence and mental culture as they already are in position and riches. The landholders, great and small, the mahajuns, the traders, farmers, and persons in the upper strata of the agricultural class, are all coming forward from every direction with their mites, and soliciting the aid of Government in establishing vernacular and Anglo-vernacular schools. The Government vernacular schools are not much wanted for their own sakes, as the people consider that the existing *patshalas*, remodelled according to modern ideas either with or without State aid, are sufficient for elementary vernacular education. But such primary schools as have been established under the patronage of Government are looked upon as supplying the stepping-stones to enable the boys to join a school where English is taught. In fact, where sufficient local means are available, the people always prefer an Anglo-vernacular to a simply vernacular school; and had it not been for certain restrictions in the grant-in-aid rules, the annual increase in the number of new aided schools would have been much greater than what we see at present. The Director of Public Instruction, speaking of the educational finance in his last annual report, very justly remarks: "The question of education finance has now assumed great importance, and requires to be dealt with on a comprehensive basis for the voluntary system, which it is the wish of Government, as it has been the endeavour of this department, to encourage to the utmost, is being seriously checked by a deficiency in the amount of public money required for its development under the different schemes at present in operation. The estimates of the department for the grant-in-aid fund and for elementary vernacular education are annually reduced by large sums under the authority of the Finance Department, and we are consequently obliged to limit the operation of these schemes to such an extent as to put a mischievous restraint upon local efforts, and have to work under a discouraging sense of uncertainty as to the means of carrying out plans of improvements from year to year, and of extending operations under arrangements already sanctioned. What seems desirable at present is that a State contribution should be fixed in proportion to the public revenue, and that department should be allowed, under sanctioned arrangements, to work up to this limit without the risk of sudden curtailment in its supplies in the settlement of Imperial Budget. The State contribution for education in Bengal is now little more than 1 per cent. of the Bengal revenue; it can hardly be too much to ask 2 per cent., should for the future be recognised

as a reasonable limit of expenditure out of this revenue towards the education of the people by whom it is supplied."

The preceding extract authoritatively shows that there is no want of desire on the part of the people to co-operate with the Government in the promotion and diffusion of education in this country. Individual exertion and organised assistance have always kept pace in this particular with the progressive demand for education. Indeed, the history of education in Bengal during the last few years clearly shows that zemindars and others have done as much as could be expected of them towards the education of their countrymen. I, for one, incur an expenditure of about 12,000 rupees annually towards the maintaining of the public library and English school in this town, the different aided schools in my own estates and in those of others, in maintaining dispensaries, in the distribution of prize books to boys, repairing of school-houses, and the payment of a portion of the remuneration of *Gooroos* in different village *patshalas*. During the last few years I offered on different occasions to pay an additional contribution of 500 rupees from my own funds, and to guarantee 750 rupees more from schooling fees, making a total of 1,250 rupees popular aid per mensem, if an equal sum were contributed by the State for the encouragement of agricultural and scientific education, for which a great thirst exists, by establishing a college in this locality, but for paucity of State funds the offer has not been accepted. It will be seen, therefore, that intellectual food is withheld where it is needed, and is attempted to be forced where there is no demand for it. I cannot speak with equal certainty of the exact sums spent by others, but that others do so to a larger or smaller extent, is evident from the fact that more than 4,87,000 rupees are annually raised from endowments and schooling fees in aided schools alone. If we take into account the sums realised in colleges and zillah schools, and the expenses incurred on account of numerous other schools and *patshalas* scattered all over the country, which are exclusively maintained by the natives without any aid from Government, the actual amount spent by the natives on the score of education will be found to be many times the sum above stated. It is to be also recollected that thousands of *tolls* for the teaching of Sanscrit literature and philosophy are maintained all over country by the natives alone. The teachers and pupils of these *tolls* maintain themselves either from the monthly stipends or occasional gifts which they receive from every class of the community, or from the grants of lakraj lands granted by the zemindars, as well as from the handsome gifts which they receive on the occasions of the much abused *sharuds* and marriage ceremonies in the families of wealthy men. These facts clearly show that the people of Bengal, both rich and poor, contribute a fair share of expense for the education of their children, and are not backward in increasing their quota if the State will hold out greater encouragement to them. The revenues paid by the people in several branches are at least double the expenditure the State incurs for their good government. It is therefore not unreasonable on the part of the people to expect that Government should lay out reasonable sums from these surplus millions for the education of the people as suggested by the Director of Public Instruction, which, apart from the gratification which our paternal Government will feel in the intellectual advancement of the people, will tend to increase the revenues by developing the general resources of the country. Besides, the preceding Governments, both Hindoo and Mahomedan, always recognised it as one of their paramount duties to make grants both in money and lands without demanding a direct cess towards this purpose, and the British Government from the commencement of its rule has more than surpassed the liberality of its predecessors, for which people have always felt and feel a very grateful attachment and loyalty to their rulers; but under our powerful and benign Government, the prosperity of the country, and consequently the income of the State so much augmented, that a larger amount of State aid in this direction has become necessary, particularly when the Government finds that the people are not backward in bearing a fair proportion of the expense.

For the above reasons, I can discover no legitimate ground for raising or imposing a direct educational cess for the diffusion of vernacular education in Bengal. On the other hand, the following considerations strongly lead me to the conclusion that the zemindars or the general community would not voluntarily submit to a State tax to raise funds for vernacular education, and that the imposition of such a tax by legislative measures would be both inexpedient and unjust.

1. In the first place, there is no necessity for raising funds by a direct, voluntary, or compulsory cess. The well-to-do classes of the people are, generally speaking, doing everything which, under present circumstances, it is necessary to do for the promotion of education, and are prepared to increase their share of the burden as the Government extends the educational institutions. If there be instances, which there undoubtedly are, of rich zemindars and traders not taking that amount of interest in the education of their countrymen which they should do, we have simply to look to the course of time for more satisfactory results. Even in a majority of these cases, however, the neglect is more apparent than real. They unostentatiously give large sums to learned pundits for the encouragement of Sanscrit literature, and in many cases maintain vernacular and Anglo-vernacular schools with their own exclusive funds. Education like civilisation, of which it forms a principal item, does not depend for its progress on the pecuniary aid of a people, or on the countenance and support of Government. It progresses or retards in a country according to the nature of the political position, circumstances, character, and aspirations of its people, independent of any extraneous helps on difficulties. The present condition of Bengal renders the progress of education inevitable. The clear duty of our wise and

paternal Government is to watch the gradual spread of education brought about by the exertions of the people themselves, and to lend such assistance towards the movement which might render those exertions successful.

2. The zemindars would never voluntarily bind themselves and their heirs to a permanent charge on their estates with an additional tax. Several zemindars spend at present, on the score of education, a sum much larger than what they would be liable for on a two per-centage assessment; but still they prefer incurring the larger amount of expenditure to being bound down to a permanent, though it may be, in some cases, small tax, from the liability to which they would not be exempted by any adverse circumstances or change of fortune, and which would be always felt as a compulsory burden.

3. It will be admitted that the advantages to the country consequent on the promotion and diffusion of education are shared by every member of the community, and it is therefore but fair that the whole community should bear the expenses that may be incurred for an object in which all are equally interested. Education has as much money value as any professional training. An educated tradesman, an educated mahajun or farmer, even a menial servant instructed in the elements of alphabet, secure a higher position in society and the higher rate of remuneration for their labours than their brother compeers in the same field who do not enjoy similar advantages of education. Higher emoluments and profits in the one case are the results of care and money bestowed by their parents, the interest of capital laid out to the best possible advantage. The zemindars cannot therefore be reasonably asked to submit to the imposition of a tax which is to benefit the whole country.

4. In the present progressive state of civilisation, the imposition of a tax for the purposes of education would be a retrograde movement. It is only when the whole country is in a state of ignorance, and the people, high and low, equally ignorant of the advantages of education, that a tax for education might be justifiable; but to have recourse to such a measure when the people themselves are of their own accord gradually increasing their contributions towards this important object, and are already paying for the purpose a sum which in all reasonable calculation from previous data will in a few years equal, if not exceed, the amount sought to be raised by the new taxation, would be, apart from other objections, to put the most effectual bar to the growing desire of the well-to-do classes of the community for the education of their countrymen. They will cease to take that interest in the education of the people which they have hitherto done, when they find that Government despises the voluntary contribution of the people, preferring coercive measures. The injunctions of religion, and the notions of duty by which they are now actuated, will gradually lose their force, and Government will have to rely ultimately on compulsory taxation alone for the education of the people.

5. The imposition of the tax in question would be a direct violation of the terms of the permanent settlement, by which the zemindars were assured that "they and their heirs and lawful successors will be allowed to hold their estates at such assessment for ever." I cannot sufficiently protest against the imposition of a tax which, viewed in whatever light, will be a direct increase on the sudder jumma, from which the zemindars are not only protected by law, but also on the score of that perhaps higher sanction, the faith of the British Government.

6. I must here take the liberty of disabusing the minds of our legislators that, admitting for the sake of argument, the propriety of a direct educational cess, the sudder jumma in the settled provinces is no criterion of the respective profits of each landholder. It is well known to public officers and the community at large, that a zemindar who pays to Government, say, 200 rupees per annum, realises in some cases a profit of 4,000 rupees, or even of 10,000 rupees; while another paying a sudder jumma of, say 50,000 rupees, barely gets a profit of 10,000 rupees per annum. The profits enjoyed by the Rajah of Burdwan, for instance, from his estates, scarcely amounts to 15 per cent. of his sudder jumma. Instances of such disproportionateness between the sudder jumma and the profits are not rare, but rather numerous. Again, a numerous class of subordinate tenure-holders, called Putneedars, Durputneedars, and Mocurrareedars, enjoy sometimes double and treble the profits of their superior landlords. A large number of Imadars pay only a small quit-rent to Government, but enjoy profits which range from 10 to 50 times the amount of such rent, and there are numerous lakrajdars who enjoy incomes which will be coveted by many a zemindar. It will, therefore, not be denied by any one that such an assessment will entail great hardship in a large number of cases where the profit is small; while large number of persons whose incomes are enormous will go almost scot-free, and that the subordinate talookdars and lakrajdars will enjoy complete exemption. Any attempt at classification of the incomes of these different grades of landholders will be a hopeless task from the difficulties that will be met at every step in the inquiry. Apart, therefore, from the main principle of the injustice of any tax of this kind, an equitable imposition of the tax either on the landholders or on the general community will not only involve an amount of vexatious interference, but will also create a feeling of discontent and dissatisfaction uncalled for by the exigency of the case.

(Home Department.—Education.—No. 536.)

From *E. C. Bayley*, Esq., Secretary to the Government of India, to the Secretary to the Government of Bengal.

Sir, Simla, 30 September 1869.

I AM directed to reply to your letter, No. 1768 A., dated the 30th April 1869, on the subject of the cesses proposed to be levied in Bengal, with the object of making better provision for the elementary education of the agricultural classes, and for the construction and maintenance of roads and other public works of local utility.

2. In my letter, No. 237, dated the 25th April 1868, the Government of Bengal was informed that the Governor General in Council declined to discuss any further the question whether the charge for providing elementary instruction for the people of Bengal, ought or ought not to fall upon the Imperial revenues. It was declared that "while the Governor General in Council will always be ready to view, in the most liberal spirit, all questions that may arise, and to afford every help that the Government can reasonably be expected to give, he will decline, in future, to listen to any proposition, the effect of which would be to throw upon the State the main burden of the cost of educating the people of Bengal."

3. It was believed, on the receipt of your letter, No. 1520, dated the 13th May 1868, that his Honor the Lieutenant Governor had fully accepted the policy thus laid down by the Government of India, and his Excellency in Council has learned, with extreme regret, from your letter now under acknowledgment, that this belief was incorrect. A further communication on this subject will be made to you hereafter, but I am, in the meantime, desired to state that the Governor General in Council adheres, in all respects, to the views expressed in my letter of the 25th April 1868, in regard to the question of imposing a cess for educational purposes in Bengal.

4. In paragraph 38 of your letter it is stated that the Lieutenant Governor "is prepared to admit the necessity of a local tax upon land for the maintenance and construction of local roads." The Governor General in Council thinks it desirable to dispose separately of this question. It would be a matter for much regret if any differences of opinion regarding the provision of funds for education should be allowed to interfere with measures for the construction of roads, which are more urgently required in Bengal than in almost any part of India.

5. His Excellency in Council accepts, therefore, the proposals contained in the 38th paragraph of your letter, and he requests that the necessary steps may be taken for imposing a local cess upon the land for the maintenance and construction of roads.

6. In regard to the details of the plan to be adopted, the Governor General in Council does not at present think it necessary to say anything, the local Government having far better means than the Government of India can have of disposing satisfactorily of the many difficult questions involved. His Excellency in Council thinks, however, that it will be desirable that the draft of any legislative enactment proposed to be introduced for the purpose of carrying out the objects in view should, after it has been approved by his Honor, be submitted to the Government of India before further action is taken.

7. The Governor General in Council trusts that the necessary measures may be matured with the least possible delay. In the present condition of the finances there is little probability that the Imperial revenues will be able to contribute as largely as heretofore for the construction of roads in Bengal, and it is therefore especially important that no time should be lost in providing from local resources the means of extending works of this nature which are so urgently necessary for the progress of the country.

I have, &c.
(signed) *E. C. Bayley*,
Secretary to the Government of India.

(Nos. 537 and 538.)

COPY forwarded to the Public Works and Financial Departments for information.

(signed) *E. C. Bayley*,
Secretary to the Government of India.

(Educational, No. 5.)

To His Excellency the Right Honourable the Governor General of India in Council.

My Lord, India Office, London, 12 May 1870.

Para. 1. I HAVE had under my consideration in Council your Excellency's Despatch, No. 17, of the 31st December 1869, with a copy of further correspondence with the Government of Bengal "on the subject of providing from local sources the means of extending elementary education among the masses of Bengal, and of constructing and maintaining roads and other works of public utility." In the concluding paragraph of your Despatch under consideration you declare that the "Imperial resources of the Empire are unable to provide the large sums necessary for such purposes as these," and you add, "If we are to make roads, to educate the people of Bengal and keep them clean and healthy, it can only be done by imposing on local resources such a burden as they can conveniently bear. We are, therefore, decidedly of opinion that it is the duty of the Government of India to insist on their gradual imposition, and if we have refrained from taking immediate steps for this latter object, it mainly is because we wish to be informed, in the first instance, whether our conclusions are accepted by Her Majesty's Government, it being of much importance that we should be fully assured of their support in any measures that we may take to give effect to our intentions."

2. I do not understand the question now referred for my decision to be the question whether a local cess, if levied at all, can justly be levied from the zemindars alone, or whether all other classes which have acquired beneficial interests in the soil *must* equally contribute to the rate. The Lieutenant Governor of Bengal understood the letter of Sir J. Lawrence, of 28th October 1867, No. 5876, as a proposal to levy rates from the zemindars alone. This impression does not seem to have been removed by the farther letter from Sir J. Lawrence's Government, dated 25th April 1868, No. 237. This last letter modifies, on several points, the opinions which had been indicated in the previous letter of 1867. These modifications the Lieutenant Governor, in his letter of 30th April 1869, No. 1768A., refers to as important, but he does not accept them as sufficient. In particular he points out (para. 10) that whilst the method of rating the cess originally suggested (namely, in proportion to the land revenue) is abandoned, "it does not appear that the Governor General in Council has altered his opinion as to the persons who should be called upon to pay it." Accordingly the Lieutenant Governor proceeds to state some most important facts, which had not, probably, received adequate attention when the levying of rates was first suggested;—that since the permanent settlement was made the condition of landed tenures has entirely changed, and a great variety of derivative interests have arisen between the original zemindars and the actual cultivators of the soil. So complete is this change, that the Lieutenant Governor represents (para. 27) the permanent settlement as having been "only a gift to certain individuals, and neither can these persons for the most part now be identified, nor can the share of the increased rental appropriated by them and their successors or assigns be ascertained." In the Despatch under reply the bearing of these facts on the incidence of rates is fully acknowledged, and, in view of them, it would clearly be unjust, irrespective even of the promises given under the permanent settlement, to levy cesses or rates solely upon the zemindars. Looking, however, to this correspondence as a whole, I gather, even from the letter of the 28th October 1867, more clearly from the letter of 25th April 1868, and most clearly of all from your Excellency's Despatch now under reply, that neither the method of levying the rate, nor the distribution of its incidence among different classes, were questions to which chief importance was attached by the Government of India. The one point to which Sir J. Lawrence insisted, and on which your Excellency now insists, is that the expense of roads, education, &c., in Lower Bengal cannot be borne by the Imperial Exchequer out of its existing revenue, and that it must be met by special rates levied locally for the purpose. The method of levying the rate and the distribution of it were

matters

matters to be carefully considered in communication with the Lieutenant Governor of Bengal. His Honor, in his letter of 30th April 1869, finally accepts a rate for roads to be levied upon land, but only in consideration of the urgency of your Government and the obvious utility of the purpose in view. His Honor also seems prepared to admit that it might be legitimate, though not expedient, to levy a rate for education, provided it were converted into a general tax affecting all incomes from whatever source. But in principle I understand his Honor to contend, and a great part of his letter to be directed to establish, that, whether for roads or for education, it is not just to levy in Bengal any merely provincial tax whatever, and especially any rate or cess, the main burden of which must be laid on land held under the terms of the permanent settlement of 1793.

3. The question thus raised for the decision of Her Majesty's Government has immediate reference to Lower Bengal; but the arguments used on both sides in the correspondence involve, both directly and by implication, the whole subject of the conditions and the circumstances under which the Government of India can be justified in imposing on the people special rates or taxes in order to effect improvements which the existing revenue is insufficient to provide for.

4. The importance of this subject in a financial point of view can hardly be exaggerated. It may be stated broadly that the general or Imperial Revenues of India are barely sufficient to meet the demands which are at present made upon them by the civil, political, and military administration of the Empire, together with the interest on debt and the interest on great public works which have not yet become remunerative. But whilst these exhaust the means at the disposal of the Government, they do not exhaust the obligations which are thrown upon it by the condition of the people. The Government does, and it ought to do in India, much which in Europe is undertaken by private enterprise, or by municipal and other local bodies. In India it may be said with substantial truth that private enterprise does not exist, and that the machinery for local taxation and expenditure is yet but imperfectly developed. In the department of Public Works, both "Ordinary" and "Extraordinary," there is a large expenditure by the Government which, in Europe, would be met either by individuals or by companies, or would be defrayed by assessment. But there is still much absolutely requiring to be done, if the condition of the people is to be improved, which the Government cannot overtake out of Imperial funds. It cannot, out of the means now remaining at its disposal, make and maintain the roads and bye-roads required for developing the resources of a country so vast as India. If, therefore, this work is to be done at all, it must be done by the help of rates established for the purpose. In like manner, it has been assumed in all the discussions which have arisen during recent years upon this subject that the expenditure which may be required for the vernacular education of the people, and for sanitary improvements cannot be afforded by the Imperial revenue, and must be met in the main out of the same additional resources. There appears, indeed, to be no alternative, unless it be the alternative of allowing the country to remain without drainage, and without roads, and without education.

5. Accordingly, this coviction has been now for many years forced upon the administrations of some of the most important provinces in India, upon the Supreme Government and upon several successive Secretaries of State. Local rates for meeting the necessities of local improvement have been levied, over and above the land revenue, in the Punjaub, in the North West Provinces, in Central India, in Oude, in Scinde, and throughout the Presidency of Bombay. I shall presently advert to the distinction which has been drawn between the circumstances and conditions under which these rates have been imposed, and the circumstances which affect the question of imposing them in Bengal. I am now only recording the fact that such rates have been raised in the provinces above named. In the 53rd paragraph of the Educational Despatch of the 7th April 1859, Lord Stanley called special attention to the question of the expediency of imposing a special rate to repay the expense of schools for the rural population. Sir Charles Wood, in his Despatch of the 25th May 1861 to the Government of Bombay, whilst recounting all the difficulties and objections which had been felt upon the subject of cesses in addition to the land revenue, spoke of the obligation to keep up roads of internal communication as a liability everywhere

attaching both by reason and by custom to the owners and occupiers of land. In respect to education he referred to the probable necessity of dealing with the question by a specific legislative enactment. Accordingly, such an enactment, under conditions to which I shall afterwards refer, has actually been adopted in Bombay. Lastly, my predecessor, Sir Stafford Northcote, in Council, in his Despatch of the 28th of October 1868, No. 22, approved of these proceedings of your Government in which the proposal was made to levy a rate for this purpose in Bengal.

6. I come, then, to the specific objection to this proposal that the Government of India is precluded from imposing special rates in Lower Bengal, because of the binding promises made to the landowners of that province under the terms of the permanent settlement. In considering this question, I put aside for the moment every argument which turns upon the purposes to which the proposed rates or taxes are to be applied. On this point there seems to be some doubtful reasoning used on both sides in the correspondence before me. Your Government repeatedly asserts the right of imposing local cesses for local purposes, implying that the purpose to which such a tax is devoted affects the question of the right of the Government to impose it. Assuming the right to impose any given tax, the purpose to which it is applied may make all the difference in these two most important things: first, the reasonableness, or even the justice of imposing the tax; and secondly, the possibility of making that reasonableness and justice plain to the people who are to pay it. But if the right to impose the tax be absolutely denied, on the ground of a binding promise that no such tax should be imposed, then the purposes to which we may intend to devote the money can have no bearing on the question of our right to raise it.

7. But the question whether the Government of India has, or has not, the right to impose taxes upon land in Bengal, even for the general purposes of the Empire, has been ruled and decided in the case of the income tax. And yet that ruling was not and could not be arrived at by any mere construing of the words in which the promises of the permanent settlement were made. Those words did not contemplate such a case, and, to reach the general principles on which that case was ruled, it was necessary to go outside altogether of the four corners of the document in which the permanent settlement is recorded.

8. Your Excellency has indeed referred to Article VII. of that regulation, as indicating the reservation of a power large enough to include that which is now disputed. I am bound to say, however, that this argument does not appear to me to be satisfactory. It is true, indeed, that under that article the Government of India retained a right of enacting such regulations as it might think necessary for the "protection and welfare" of the various agricultural classes. It is true also that we may argue in all good conscience that the support of roads and of vernacular education are necessary for the "welfare" of those classes. But the whole context of the passage indicates, in my opinion, that the power intended to be reserved under that Article was the power of regulating and limiting the power of the zemindars over their tenantry. It is indeed obvious that in the exercise of such a right the revenues of those zemindars might have been affected to a far greater extent than they can be affected by rates for the making and maintenance of roads or of schools. But if the question be whether the right to levy such rates, in addition to the "Jumna," was contemplated or thought of at the time, I am compelled to believe that no such idea was in the mind of the Government of Lord Cornwallis in 1793.

9. But if the words of the permanent settlement do not rule the case in favour of the power now claimed by your Government, neither do they rule it in a sense adverse to that claim. The great object and purpose of that settlement, as clearly defined and described in Article VI., should govern our interpretation of its terms. That object was, as this Article explains at length, to put an end for ever to the practice of all former Governments of altering and raising the land tax "from time to time," so that the landholder was never sure, for any definite period, what proportion of the total produce of the soil might be exacted by the State. This uncertainty was to be set at rest for ever. The "public demand" was to be fixed and permanent. Such was the promise; and its scope and object were clearly explained in the concluding exhortation addressed to the landowners, that "they would

would exert themselves in the cultivation of their lands, under the certainty that they would enjoy exclusively the fruits of their own good management, and that no demand would ever be made upon them or their heirs and successors, by the present or any future Government, *for an augmentation of the public assessment in consequence of the improvement of their respective estates.*"

10. These last words illustrate the whole force of the argument which has been admitted to be just in the case of the income tax. It must be remembered that none of the pleas which, in the correspondence before me, are urged in favour of the right of the Government to levy rates for roads or for education, could have been put forward in favour of the right to impose an income tax on the landholders of Bengal. The income tax was not "local" in any sense. It was not applied to special purposes intended for the immediate benefit of the agricultural classes. It was, in the fullest sense of the words, a "public demand," levied over and above the public demand which, under the permanent settlement, had been fixed "for ever." It went directly into the Imperial Exchequer, and was applied precisely as the land revenue and all the Imperial taxes were applied. But there is one thing which that tax was not: it was not an increase of the public demand levied upon the zemindars "in consequence of the improvement of their estates." It was levied upon a wholly different principle, and in respect of a wholly different kind of liability. One index and proof of this difference lay in the fact, that although this "public demand" was made upon those to whom the promises of the permanent settlement had been given, it was made upon them only in company with other classes of the community, and with no exclusive reference to the source from which their income was derived.

11. But when the principle of this distinction is clearly apprehended, it becomes obvious that an income tax is not the only form of "public demand" to which that principle applies. The same essential distinction may be established between the original assessment which was fixed "for ever," and every kind of tax, or cess, or rate, which is levied irrespective of the increased value or produce of land, and with no view to a readjustment of the proportions in which the produce of the soil is divided between the State and the owners of land holding under it. The best method of marking this distinction, and of making it clear, is to provide that such cesses should be laid upon the owners of land only in common with other owners of property which is of a kind to be accessible to the rate.

12. It has been contended that the rates levied in other provinces of India are essentially distinct in principle from the rates which it is proposed to levy in Bengal. The argument appears to be, that in other provinces of India the local rates are simply so much addition to the ordinary land revenue—an addition which is there legitimate, because the Government had not in those provinces debarred itself by positive engagements from increasing the land assessment. This appears to be only another form of stating the argument already dealt with, which is founded on the terms of the permanent settlement. But the distinction thus drawn between the character of such rates when levied in Bengal, and the character of similar rates when levied elsewhere, is a distinction which I concur with your Excellency in considering to be unsound. Whatever character may be assigned to these rates as a matter of mere verbal definition, they were unquestionably intended by the Government, in all the provinces in which they have been raised, to be in addition to the land revenue, and not a part of it. This separation was expressly defined and marked in the proceedings of the Government of Bombay before any special legislation had been passed upon the matter. In the Resolution of that Government, dated 9th March 1860, the Superintendents of Survey were directed, "after fixing the assessment of a district," to add the rate "over and above the amount which on other considerations they may deem appropriate." Although incorporated with the land revenue in respect to the mode of levy, as being the most convenient, it is again in the same sentence explained to be "calculated over and above the ordinary assessment;" and Sir Charles Wood, in his Despatch of 25th May 1861, in which he dealt with the proposal, speaks of it as a proposal "for the imposition of a school rate and road cess in addition to the revised rates of land assessment which have been, and still are, in course of introduction."

13. Her Majesty's Government are, therefore, of opinion that it cannot be said with justice that to impose rates in Bengal would be to impose a special tax on that province which is not imposed on other parts of India.

14. It is true that, in making some of the more recent land settlements in various provinces of India, the Government has given notice that in fixing the assessment of land revenue for 20 or 30 years it retained the power of imposing some additional rates for local expenditure. In the Bombay Act of 1865,* a notice to this effect has been made permanent by law. But this notice, so far from indicating that such rates are to be considered as part of the land revenue, is, on the contrary, a distinct indication that they are to be considered separate. The notice was issued because the Government was warned by the misunderstanding which had arisen in Bengal, and because it knew that precisely the same misunderstanding might arise under any settlement; the misunderstanding, namely, that during the term for which such settlement might be made the Government absolutely surrendered all power of additional taxation upon the land. But although, under these circumstances, it was expedient to prevent such misunderstanding in future by a warning explanation to all with whom new settlements might be made, Her Majesty's Government do not admit that, where no such notice has been given, no rates can be levied in addition to the assessment. This, indeed, would involve a result in direct antagonism with the principle laid down in this Despatch, and sanctioned in the case of the income tax. That principle is, that any extra taxation or rating levied from the agricultural classes over and above the land revenue, must be imposed as equally as possible upon all holders of property accessible to the impost. But if those holders of landed property are to be free from the tax, to whom notice was not given at the time of settlement, the rates cannot be imposed equally, but, on the contrary, there must be an extensive system of exemptions. And those exemptions must especially include the holders of inams, of alienated villages and all permanent tenures either rent-free or at small fixed quit-rents. The guarantee under which these persons hold their lands, free from any increase of the land assessment, is a guarantee quite as binding as the promise given to any holder in Bengal. But the practical injustice of exempting inamdars, or the owners of alienated villages, is as apparent as the departure it involves from the principle of making rates equal and general in their incidence. It must always be remembered, in matters of taxation, that when a given work is to be done, and a given amount of expenditure is required to do it, the exemption of any class is simply an aggravation of the burden on all other classes who are not exempt. And in this case those would be the exempted classes who have been otherwise most favoured by the State, and those would be the classes bearing an aggravated burden who already contribute most to the public expenditure. Moreover, the holders of property thus exempted would derive equal, or indeed greater, benefit from the rates than the holders of property, who alone would be called upon to pay them. On these grounds, Her Majesty's Government feel that, in rejecting any claim to exemption from rates on the part of those who did not expect to pay them at the time of the land settlements, or on the part of those who hold under permanent tenures whether of one kind or another, they are not adopting any mere verbal plea in order to justify a foregone conclusion which otherwise might be difficult of defence. They are satisfied, on the contrary, that they are rejecting a claim founded solely on a mistaken interpretation of the mere wording of a particular document, and which, if admitted, would lead to results at once anomalous and unjust.

* Act I. of 1865, Sec. XXIX., Clause I.

15. It is the more important that a final decision on this matter should be arrived at, because it must be admitted that the misunderstanding on which such claims to exemption are founded, is a misunderstanding which has been long prevalent, and has imparted a character of doubt and hesitation to the language and to the acts of the Government, both in India and at Home. There has been, on the one hand, a feeling and a conviction of the essential distinction between the ordinary land revenue and the rates which it was desired to levy, whilst, on the other hand, there has been a difficulty in defining that distinction, and a fear lest it should be found to be incapable of explanation to the people. Hence there has been a variety of suggestions for evading the difficulty, by raising the

required

required amount of money through a house tax, or a license tax, or some other tax which could not be confounded with the land revenue, and respecting which, therefore, there could be no doubt of the right of the Government to impose it. But all these suggestions have, for various sufficient reasons, been rejected. The Despatch of Sir J. Lawrence, of 22nd February 1867 (No. 9, Revenue Department), exhibits the embarrassment felt by the Government of India in this condition of affairs, and its anxiety lest rates on landed property should appear to the people to be a breach of faith. It is injurious alike to the Government and to the people that this condition of things should continue. The Government has nothing to conceal, and the people have nothing to fear or lose in the re-affirmation of the same principle as regards rating, which has already been affirmed as regards the income tax.

16. An important step in the practical decision of this question has been taken in the passing of the Bombay Act, No. III., of 1869. The special object of that Act is to raise "Funds for expenditure on objects of local public utility and improvement," and for this purpose it imposes rates upon all holders of land, without making any distinction between those who received and those who did not receive a notice at the time of settlement. No exemption of any class of land-holder is admitted. On the contrary, the holders of rent-free, of alienated villages, and of other permanent tenures are expressly subjected to the rates.

17. In view, therefore, of these various facts and considerations, Her Majesty's Government have now to intimate to your Excellency the conclusion to which they have come, after a careful consideration of a controversy which has now been going on for a long course of years. This conclusion is, that rating for local expenditure is to be regarded, as it has hitherto been regarded in all the provinces of the Empire, as taxation separate and distinct from the ordinary land revenue; that the levying of such rates upon the holders of land, irrespective of the amount of their land assessment, involves no breach of faith on the part of the Government, whether as regards holders of permanent or of temporary tenures; and that, where such rates are levied at all, they ought, as far as may be possible, to be levied equally, without distinction and without exemption, upon all the holders of property accessible to the rate.

18. So far I have been dealing only with the right of the Government to levy rates, and with the argument that this right had been parted with for ever under the terms of the permanent settlement in Bengal. I now proceed to consider the further question, which ought to be kept entirely separate, namely, the expediency and policy of exercising the legitimate power of the Government in imposing such rates in Bengal. Many arguments, which are entirely irrelevant in the discussion of right, become arguments of first importance on the question of policy. (1.) The proportion which the existing land tax bears to the whole resources of the people on whom we propose to place new taxes; (2.) The mode of levying them, so as to reach fairly the different interests in the property to be assessed; (3.) The machinery through which the levy is to be made; (4.) The persons to whom the expenditure is to be entrusted; and, (5.) The special purposes to which rates are to be applied. All these are most important elements in the question of policy, perhaps even of justice. They cannot therefore be too carefully considered.

19. Adverting, then, to these matters in the order in which I have now enumerated them: (1.) It cannot be maintained that the people of Bengal are less able to afford such rates than the people of other provinces of India. In so far as the permanent settlement makes any difference in this case, it is a difference in their favour with respect to the other demands made upon them by the State. A large portion of the produce of the soil, which, even at the most moderate assessment made elsewhere in India, would have been appropriated by the State, has been left in the hands of the various classes connected with agriculture, and has contributed to increase the general wealth and resources of the province. The case, on this point, for the Government cannot be better stated than in paragraph 36 of the Lieutenant Governor's Letter to your Government, dated 30th April 1869: "Owing to the operation of the permanent settlement, Bengal contains, scattered throughout the different classes of its population, many

persons who have acquired more or less of an independence from the profits of the land surrendered by the Government in that measure." It is true that in the greater fruitfulness of indirect taxation and of some direct taxes in Bengal, as compared with other provinces, the Government recovers some portion of the revenue which it has sacrificed in the form of land assessment. But this very fact testifies to the greater wealth of the people, and is a conclusive proof that they can bear, at least as well as the people of other provinces, such special taxes as may be required for drainage, roads, and schools.

20. On the next point, (2.) The mode of levying rates so as to reach fairly the different interest in the property to be assessed, I understand you to be fully impressed with the justice of providing that they should be levied as equally as possible, not only on all kinds of rateable property, but as equally as possible also upon the various classes who have various interests in that property. I observe that you contemplate the extension of the cess to towns and villages (para. 24.) There is, indeed, no reason why the burden either of roads or of education should be thrown exclusively upon the agricultural classes, where other classes are equally interested in the expenditure, and have property of a kind which can be made accessible to rates. How all this can best be done is a question which must be locally decided. The knowledge and ability possessed by the Lieutenant Governor of Bengal, which are eminently displayed in this correspondence, give me confidence that, when the decision of Her Majesty's Government is announced, the measures consequent upon that decision will be directed with a careful regard to all the peculiar circumstances of the province which is under his administration.

21. As regards (3) the machinery through which the levy of rates is to be made, and (4) the persons to whom the expenditure of them is to be entrusted, it would indeed be most desirable if the local character of these rates could be emphatically marked by committing both the assessing of them and the application of them to local bodies. If the people were farther advanced in the knowledge and appreciation of those advantages which we desire to confer upon them, there would be no need of interposing the authority of the Imperial Government in regard to such matters as the making and maintenance of roads, of schools, and of sanitary improvements. In this case we might entrust the initiative in all such things to the people themselves. But, speaking generally, it may be said that the people have, as yet, neither the knowledge, nor the desires, nor the organisation which could alone render it possible to rely exclusively upon their voluntary action. Nevertheless, when the authority of the Supreme Government has been exerted to prescribe as an obligation the performance of certain duties, it may be possible, and if possible it will certainly be desirable, to carry the people along with us through their natural native leaders, both in the assessment and in the expenditure of local rates. The importance of doing so has been acknowledged in the measures adopted for regulating the management of similar rates in other provinces of India; and it would be, in the belief and hope of Her Majesty's Government, an undeserved reproach to the many wealthy and intelligent native gentlemen of Bengal, to suppose that a similar course may not be successfully pursued as regards the people of that province.

22. Closely connected with the local character which may belong to rates arising out of the mode of assessment and of administration, comes (5) the local character which depends on the purposes to which they are to be exclusively applied. I have already pointed out that the purposes to which a tax may be applied cannot be considered as affecting the abstract right of the Government to exact it. But assuming this right, everything as regards the policy, and even the justice, of the rates now in question, turns upon the manner in which they are to be expended. It is, of course, essential that the Government of India should be itself satisfied that it is breaking no faith in any measure it may take; but next to the necessity of this assurance is the necessity, or at least the great importance, of making the same conclusion plain to the apprehensions of the people. For this purpose it is, above all things, requisite that the benefits to be derived from the rates should be brought home to their doors—that these benefits should be palpable, direct, immediate.

23. The making and improving of wells, tanks, and other works of irrigation, affecting

affecting comparatively small areas of land, are the operations which probably best comply with these conditions. But roads are a first requisite in the improvement of every country, and although as yet they may not be equally valued by the people, it is the duty of the Government to think for them in this matter; and the benefits they must derive will yearly become more apparent to themselves. It is due, probably, to these considerations that the Lieutenant Governor of Bengal has waived his objection to local rating in Bengal for making and maintaining roads (admitting, indeed, that for this purpose a cess upon landed property is necessary), although, as regards the argument founded on the permanent settlement, no clear distinction has been drawn between the right of the Government to levy rates for roads and its right to levy rates for education. Her Majesty's Government can have no doubt that, as elsewhere, so in Bengal, the expenditure required for the education of the people ought to be mainly defrayed out of local resources. This, however, is precisely the application of rates which the present condition of the people may render them least able to appreciate. I approve, therefore, of your Excellency proceeding with great caution in this matter. The circumstances which have just compelled you, for the general purposes of the Empire, to increase the tax upon incomes would appear to render such caution more necessary at the present moment. I do not construe the concluding words of the 6th paragraph of your Despatch as suggesting that rates nominally levied for one purpose should afterwards be applied to another, because I am sure that your Excellency must be as fully alive as Her Majesty's Government to the necessity of maintaining perfect openness in our dealings with the people of India, especially as regards imposts which are comparatively new, and which seem to be so much contested. I do not doubt, therefore, that in the paragraph referred to you intended only to suggest, that until the system, machinery, and incidence of local rating in Bengal has been satisfactorily established, so much only should, in the first instance, be raised as is required for roads. Her Majesty's Government approves of this precaution, and they are of opinion that any addition to the cess should be duly and separately notified to the people, with a full explanation of the special purposes to which it is to be applied.

24. I have now communicated to your Excellency the views of Her Majesty's Government on the matter which you have referred for their decision. Of the great importance of the subject in a financial point of view I have already spoken. If it were indeed true that in the land revenue raised from the agricultural classes the Government of India took so much from the resources of the people as to leave them unable to bear any additional burdens, then, indeed, it would be as impolitic to impose "local rates" as to impose any new Imperial tax. In this point of view it matters nothing whether the land revenue be in the nature of a "rent" or in the nature of a "tax." So far as regards the ability of a people to bear fresh burdens, it is the same thing whether they be over-rented or over-taxed. But Her Majesty's Government are satisfied that this is not the condition of things with which we have to deal. It is notorious that the direction in which the Government of India has been proceeding in its land assessments has been the direction of making those assessments more moderate, and of eliminating altogether the element of uncertainty, of arbitrary variation, which, more than anything else, impeded the progress of agricultural improvement. The whole discussion, which is now before me, has arisen out of the fact that in Bengal the Government went so far in giving effect to this policy as to declare the land assessment to be "fixed for ever." The same principle is involved, and the same policy is expressed, in the long and definite periods of time for which, in other parts of India, the assessments are now equally fixed, and during which they cannot be readjusted in favour of the State. This policy is a wise one, even though the Treasury should appear in the first instance to be a loser by it. The true wealth of a wise and just Government lies in the growing wealth of its people; and the fiscal system which most encourages the accumulation and enjoyment of capital in private hands must, in the long run, be the most profitable to the State. But there is one condition attaching to this argument, without which it ceases to be applicable to a people situated as the people of India now are. The growing wealth of the country must be made accessible to such demands as arise from time to time out of the duty and the necessity of our

applying to its condition the knowledge which belongs to a more advanced civilisation than its own. We are spending the imperial revenues of India conscientiously for the good of its people. If there are some great improvements in their condition which we cannot afford to undertake, we must not be precluded from throwing the cost of such improvements upon those growing resources, of which we heartily desire to see that people in the enjoyment, but which are due in a great measure to the Government we provide.

25. There is yet one other aspect in which the question of local rating for special purposes must be regarded—an aspect in which it assumes an interest and importance distinct altogether from its bearing on finance. Local rating, although it may be imposed in the first instance by imperial authority, must become a powerful means of further educating the people in an intelligent management of their own affairs. I approve entirely of the anxiety shown by the Government of Bombay in its first action in this matter, and expressed also by the Supreme Government, under Sir J. Lawrence, that, as far as possible, the assent and concurrence of the ratepayers should be secured both in the levy and in the management of the rates. I commend this wise policy to your careful consideration, in communication with the Lieutenant Governor of Bengal and the subordinate branches of his administration.

I have, &c.
(signed) *Argyll.*

DISSENT by Mr. *Macnaughten.*

I DISSENT from the Despatch which passed Council on Thursday last on the subject of the Education question:

1st. Because I consider that the tax, if levied at all, ought to be general in its application, and irrespective of the amount of land revenue under the permanent settlement, should be imposed upon the holders of all property, real and personal, of whatever description.

2nd. Because I consider that the mode suggested in the Despatch of providing the means of extending elementary education among the masses of Bengal, would involve the injustice and absurdity of abstracting from the agricultural population alone, the means of providing not only for the education of their own families and dependants, but also for the education of the families and dependants of their more wealthy neighbours, the fundholders and the capitalist generally.

14 May 1870. (signed) *E. Macnaughten.*

DISSENT by Sir *E. Perry.*

THE questions at issue between the Supreme Government of India and the Government of Bengal, are,

1st. Whether it is a breach of the engagements made by Government at the time of the permanent settlement, to subject the zemindars of Bengal to special taxation in addition to the general taxation that may be imposed upon them in common with the rest of the community.

2nd. Whether it is expedient to impose on the landholders of Bengal a special cess for education, assuming it to be just to impose a local tax on them for any special object.

I object to the Despatch of the Secretary of State, because even in its modified form it seems to decide, and, I believe, does decide that there is nothing in the language or promises of Government in 1793, to preclude the present Government from levying local taxes in Bengal for local objects.

I have come reluctantly to the conclusion, after many struggles and attempts to draw fine distinctions in support of a different view, that the language and acts

acts of Lord Cornwallis, and of the members of Government of his day, were so distinct, solemn, and unambiguous, that it would be a direct violation of British faith to impose special taxes in the manner proposed.

At the time of the permanent settlement one-third of Bengal was said to be a desert inhabited only by wild beasts, and the great policy of Lord Cornwallis was, by fixing the public demand on the landowners for ever, to create such a valuable property in land as should induce them to lay out their capital, and so increase the national wealth.

The foundation of the settlement was that landowners should pay to Government ten-elevenths of the rack-rent or land assessment, and should retain the one-eleventh, and also anything over and above which they could get out of the land as the fruit of their own good management and industry, which they were to enjoy exclusively for themselves.

The ten-elevenths so taken by Government was, as has continually proved to be the case under the British rule, a larger amount than the land could bear; and it stands on record that the majority of the zemindars soon after the settlement, were sold up as paupers.

Any proposition, therefore, to tax the zemindars for local objects soon after the permanent settlement, would have been scouted by all as impossible, and, if it is attempted now, 80 years after the settlement, the idea has only arisen in the mind of Government, because the zemindars by their capital, their "good management and their industry," have reclaimed the jungles of Bengal, and made it one of the most fertile and productive provinces on God's earth.

At the time that these distinct promises were made to the Bengal zemindars, it was foreseen that a period might arrive when the embarrassments of Government would require further sacrifices from the landowners of Bengal to the Imperial Treasury, and Mr. Law, brother to the first Lord Ellenborough, proposed that provision should be made for such contingency, but it was unhesitatingly rejected by Lord Cornwallis's Government as fatal to the object of the whole settlement.

These views as to the meaning and sanctity of the permanent settlement; have been universal in Bengal up to the present day. If any one will read the speeches of the Bengal zemindars at their meeting to denounce a compulsory education cess for Bengal (speeches, I may observe, which, though delivered in a foreign language, would have done credit both for good sense and good feeling to any meeting of country gentlemen in England), he will find they are unanimous in considering that public faith will be broken if local cesses are imposed by Government.

So far as I can ascertain, the Bengal Government represents the opinion of all Bengal officials in support of the same view.

In 1854, Lord Dalhousie, a man of no weak will, was most desirous to impose a local tax in Bengal for the maintenance of an improved police, but after reading Sir Barnes Peacock's masterly exposition of the pledges which Government had entered into in 1791-93, the great Proconsul was compelled to accede to the soundness of the Chief Justice's argument, and most reluctantly abandoned his projects.

Here then we have the plain language of Government, the *contemporanea expositia* of its framers, the unanimous conviction of the people, and the declared acquiescence of the State in the justice of the popular interpretation during a period of 80 years.

What is the answer attempted to this state of facts?

The Government of India allege that the language of the Permanent Settlement itself, in Act VII. of Lord Cornwallis's proclamation, is large enough to enable them to impose the taxes in question, but this argument, on close examination, proves so utterly unsound that the Secretary of State abandons it.

Two other arguments are brought forward: 1st. That the imposition of the income tax proves that taxes, additional to what zemindars pay as land assessment, may be imposed on them; 2nd. That educational cesses have been imposed over most parts of India, in addition to the land assessment, and that Bengal is as well able, is, in fact, better able to pay this increased cess than any other province in the Empire.

As to the Income Tax, it cannot be considered sound logic when the meaning of particular pledges is in question, to argue that because a despotic Government has on one occasion, without consulting the people, construed these

pledges in its own sense, that act of the Government is a proof that their construction is right and just. But argument on this head may be withheld, because I understand that both the Bengal Government and the zemindars acquiesce in the proposition that in any great emergency they are justly subject to all general taxation which is imposed on the rest of the community.

With respect to cesses additional to land revenue having been imposed in other parts of India, I am compelled to observe, that, in my opinion, the Secretary of State has not interpreted the facts correctly, and that the exposition of the Lieutenant Governor of Bengal is the true one.

All questions connected with the land revenue of India are so complicated, and so much local knowledge is required to discriminate the various systems in force, that I could not establish my views without going into much greater details than would be here suitable.

I will content myself with saying that I believe the true explanation of local cesses for education to be this; wherever they have been levied, they have been so either where settlements for terms of years were under discussion, and when the "higgling of the market" between the revenue officer and the landowner was going on, or if the settlement was already made, the cess was imposed with the acquiescence of the landholder.

I read in Council during the late discussion the statement of an official, that when such a cess was imposed in the four permanently settled districts of Benares, it was so with the distinct assent of the landowners; I do not believe it has been attempted in any other permanently settled district in India.

The Bombay Act of 1869 is much relied on as a procedure for imposing a compulsory cess on lands under settlement, and for imposing it on persons who could possibly have had no previous notice of the intentions of Government, such as inamdars, or the grantees of Government lands.

With respect to the landowners under settlement in Bombay, I consider that they fall completely under the two heads I have before mentioned. Ever since 1837, new settlements for a term of 30 years of a most beneficial character to the cultivator have been in the course of formation, the intentions of Government to add something to the assessment for local purposes have been made known, and the acquiescence of the people has been obtained.

As to the grantees of Government lands, who, of course, would not have had any such notice, I never before heard it alleged by any one that such grantees could claim greater immunity from taxation, whether general or local, than the Dukes of Bedford and Grafton, or other grantees of Crown lands in England; and I conceive that there is no real analogy between such inamdars, and cultivators who have settled with Government for a certain fixed rent or jumina.

On the question of the expediency of imposing an education cess on the land in Bombay, I will only say as an old educationist (having been at the head of the Bombay Board of Education for 11 years), that I believe that progress will be much greater and more pecuniary support will be obtained from the zemindars by continuing the present system, than by laying on them an education cess.

14 May 1870. (signed) *E. Perry.*

DISSENT by Sir *F. Currie.*

I DISSENT from the Despatch which finally passed Council on Thursday last, the subject of which I consider by far the most important that has ever come under the consideration of the Secretary of State in Council, and the decision that has been come to, likely to be attended by the most serious results. I concur with Sir Erskine Perry in the observations recorded in his Dissent, both as to the conclusion and the value of many of the arguments by which that conclusion is supported. The fact that the zumeendars of the North Western Provinces, the Punjab, Oudh, &c., voluntarily agreed to a cess above the land assessment, at the time that the engagements for that settlement were concluded, and when the Government was making a very large remission of its legal and constitutional demands in their favour (which circumstance was urged upon them to induce them to agree to the cess), is surely not a precedent which can

justify

justify the Government in imposing a compulsory "public demand" on the holders of the land in another Province in which the settlement was concluded 80 years ago with no such remissions, and when a solemn act of the Legislature promised and declared that no public demand in addition to that settlement should be made on them, as an incident to their holding that land for ever.

Again, the argument drawn from the imposition of the income tax by Lord Canning's Government is brought forward in many parts of the Despatch, as establishing the legality of imposing a tax on the holders of land in Bengal. Whereas the income tax was not laid on these landholders as an incident of their holdings; it was an universal tax on all classes and all persons possessing incomes; and it was, as is stated in this Despatch (para. 4), "made upon them" (the jumeendars) "only in company with the rest of the community, and with no exclusive reference to the source from which their income was derived." Surely this is no sound and valid argument for the legality and justice of imposing a public demand on landholders alone, as an incidence of their holdings; a measure which para. 19 decides to be legal, and no breach of the permanent or any other settlement engagement.

Sufficient attention has not been paid to the discussion of this question, to the peculiar and exceptional relation in which the Government of India stands to the land in India. There is little or no analogy, as I pointed out in a paper which I recorded on the Punjab Tenancy Act, between the jumeendar, lumberdar, malik, or talvogdar, or whatever the person who engages for the Government revenue may be called, and the holder of a freehold estate in England or elsewhere. It is stated in this Despatch, as a plea for levying cesses for roads, education, &c., on the jumeendar, that certain obligations and liabilities attach to the possession and enjoyment of land everywhere. This I entirely admit; but this involves at once the consideration of who is really in the possession and enjoyment of the land in India. Now, in every estate and holding of every kind in India there are two parties interested—one, the Government, entitled by the law and constitution of the country to 90 per cent. of the nett produce or rental of the whole land; the other, the hereditary jumeendar, entitled to the remaining 10 per cent., which includes the cost of management and collection of the rents (upon this basis the decennial settlement was made in 1783, which settlement was declared permanent and fixed for ever in 1793). Now, the question arises, To which of these two parties do the obligations of the landholder attach? To the former, who enjoys 90 per cent. of the produce; or to the latter, who receives 10 per cent.? The answer, I think, must be, To the 90 per cent. receiver, not to the 10 per cent. manager. To this argument, when adduced by me in Council, no answer was suggested. In fact, though the general argument of the Despatch endeavours to fix these territorial obligations on the jumeendar, it seems to be admitted in para. 4 that they do really attach to the Government, and the plea that they cannot be met by the "Imperial Revenues," is that those revenues of which they ought to be provided are exhausted in our State expenditure. This latter fact I do not dispute; it is a very cogent one for inquiry, the adoption of retrenchment and economy, and strenuous endeavours to ameliorate our financial condition by legitimate means, but it cannot justify our laying a special tax exclusively on the jumeendars of Bengal, to do which Sir Erskine Perry's paper shows conclusively would be a breach of faith and the violation of the positive statutory engagement made with those jumeendars at the permanent settlement.

16 May 1870. (signed) *F. Currie.*

DISSENT by Sir *H. C. Montgomery.*

I AM unable to concur in the Despatch which passed Council on the 12th instant, replying to that of the 31st December 1869, from the Government of India.

Without admitting the claim of the zemindars of Bengal holding under the permanent settlement to exemption from taxation, to which all other classes of the community are liable, it cannot be denied that, with the promises given at the time of that settlement, and subsequent declarations made to them, some grounds exist for the claims advanced.

A Government should not, in my opinion, voluntarily place itself in a posi-

tion laying it open to be charged with a breach of faith. It should rather avoid any measure which would be so held in the estimation of its subjects specially interested.

But, irrespective of this important point, I look upon the imposition of an educational rate in Bengal as a retrogressive step in the cause of education.

Without the hearty co-operation of the zemindars, any attempt to force education on the masses would, I believe, be futile.

To promote the great object we all have at heart, we must carry the people with us; we must not place them in antagonism at the very commencement of our measures, and we must not forget that it is now proposed to introduce into Bengal a measure not yet actually in force in enlightened England.

The advance of education in Bengal since 1854 has been greater than was ever anticipated, and the Lieutenant Governor of Bengal states that a large voluntary contribution towards its further extension could be raised, exceeding probably what a forced rate would yield.

Sound policy would seem to point out this as the course to be pursued, that carrying the landholders and their dependants with us must be more efficacious than meeting their opposition at every turn, and fostering in their minds the idea (however well or ill founded) that their rulers are breaking faith with them, under the specious plea of doing what they assert to be for their ultimate good.

It has been urged that the objections to an educational cess are equally applicable to a cess for roads; but the formation and repair of roads, such as they have hitherto been, has always been a recognised duty on the part of the holders and cultivators of land. The burthen on these people is not new; the benefits to them of improved communications are immediately apparent and willingly provided for, while in case of education the benefits would be remote, and are not as yet sufficiently appreciated by the people to induce assent to extra payment for its maintenance. It would, I submit, be wiser and safer to look with some degree of reasonable patience to the advance of education with existing means, and to stimulate the voluntary exertions of the heads of native society in that direction in place of drying up all voluntary sources and proclaiming the right of the Government to exercise a questioned power (arbitrarily declared by itself) of enforcing taxation which will certainly cause distrust in our rule, and in all probability defeat the object in view by creating opposition on the part of those without whose aid really successful results will not be attained.

18 May 1870. (signed) *H. C. Montgomery.*

DISSENT by *H. T. Prinsep*, Esq.

DISSENT from the Despatch passed on May 14th, on the Subject of the Levy of Rates for Education, and for Roads on the Holders of Property in Land, in Bengal, Behar, and Orissa.

I HAVE never felt so deeply grieved and disappointed at a decision given in opposition to my expressed opinions, as when it was determined by a casting vote to approve and forward the Despatch referred to at the head of this paper; for I regard the principles laid down in that Despatch to be erroneous, and the avowal of them to be unwise, while the policy inaugurated, and the measures sanctioned, will, if attempted to be carried out, alienate the entire population of India from the Government, and shake the confidence hitherto felt universally in its honesty and good faith.

The question before the Council may be thus briefly stated.

The public officers and authorities of India have within these last few years sought to levy a rate for roads and for education, to be collected along with the land revenue. In several new settlements of the Punjab, the Western and Central Provinces, and more especially in Bombay, the condition of the payment of such a rate in excess of the jumma on land revenue was made part of the engagements entered into with zemindars, and this was not disapproved when

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the settlements came to the Council of India for confirmation; but when a desire was shown to extend this system by levying a similar cess in districts, and upon estates which had been already settled, and the engagements for which contained no stipulation to the effect, nor notice of any intention to levy such a cess hereafter, it was distinctly declared more than once, both by the Government of India and by the Secretary of State in Council, that such a levy would not be warranted, and would be inconsistent with such engagements; nevertheless, the local authorities in several instances, especially in Bombay, by the exercise of influence, procured rates of the kind to be submitted to, even when not included in the settlement engagements, and encouraged by this, the Bombay Government in the course of the past year passed a local Act empowering it to enforce such a levy as well upon the holders of revenue lands as upon juâmdars and other holders of rent-free lands whenever and wheresoever it might deem it expedient to do so. This Act was submitted in the usual course for the sanction of the Secretary of State in Council, and was allowed to pass into operation, no special reference having been made on the subject of it, and to the fact of its being in contravention of the instructions before issued, and of the principles laid down on the subject by the Home and Indian authorities. The fact, therefore, of this Act having been so allowed to pass, is no evidence of any change of opinion on our part.

But the Government of India had evidently changed its views. In the beginning of this year it was suggested to the Lieutenant Governor of Bengal that a levy of 2 per cent. should be made along with the land revenue, and in excess of it, upon all the malgoozars of Bengal, Behar, and Orissa, for the purpose of providing funds for the education of the mass of the population, and likewise to provide roads of communication through the country. The Lieutenant Governor protested against this measure, pointing out that such an extra levy would be in direct violation of the pledges and promises given in the proclamation of Lord Cornwallis issued in 1790, which declared the settlement made in the previous year to be perpetual and subject to no increase whatever on any account. The Government of India admitting apparently the force of this objection, directed that the cess should be levied as a 2 per cent. rate upon every class of persons who derived an income from land. The Lieutenant Governor had stated that roads stood on a somewhat different footing from a general scheme of education, and that the parties connected with land might perhaps be brought to submit to a scheme to provide for them by a local rate. The Government of India therefore directed this part of their original order to be forthwith carried out, and the correspondence has been referred to us with a specific request of the Viceroy in Council to be informed whether we coincide with them in opinion, "That it is the duty of the Government of India to insist on the levy of special rates and cesses for purposes as well of general education as for providing roads in the settled as well as in the unsettled portions of British India, the pledges and promises made to the zemindars at the time when the settlement of Bengal was declared perpetual notwithstanding."

To this reference the Despatch passed at the last meeting of Council replies, "That rating for local expenditure is to be regarded in all the provinces of the Empire as taxation separate and distinct from the ordinary land revenue; that the levying of such rates upon the holders of land, irrespective of the amount of their land assessment, involves no breach of faith on the part of the Government whether as regards holders of permanent or of temporary tenures; and that where such rates are levied at all, they ought, as far as may be possible, to be levied equally without distinction and without exemption upon all the holders of property accessible to the rate."

There is but one meaning that can be attached to the words above quoted, and that is that the malgoozars of the perpetual settlement, and all other persons drawing a revenue from land, that is to say their under tenants down to the jumabunder ryots, are all liable to any rate whatsoever that the Government may think it expedient to impose for any purpose that it may deem beneficial. The use of the word local rating might lead the unwary to suppose that it was only a scheme of rating for local purposes such as prevail so generally in England to meet the requirements of a county or municipality, that is to say, that those who lived upon the land were to assess themselves, levy the rates assessed by their own officers, and manage likewise the expenditure. But this is far from what is intended, as is evident as well from the correspondence

as from the tenor of other parts of this Despatch. In para. 26, for instance, it is stated "that the growing wealth of the country must be made accessible to such demands as arise from time to time out of the duty and the necessity of our applying to its condition the knowledge which belongs to a more advanced civilization than its own." "And again, we are spending the Imperial revenues of India conscientiously for the good of its people. If there are some great improvements in their condition which we cannot afford to undertake, we must not be precluded from throwing the cost of such improvements upon those growing resources of which we heartily desire to see that people in the enjoyment, but which are due in a great measure to the Government we provide."

The proposition we have before us is to levy generally a tax of 2 per cent. upon all incomes derived from land in Bengal, Behar, and Orissa, to assess this tax by the officers of Government, to collect it afterwards into the public Treasury through them, and to hold it applicable to such purposes and in such manner as the Government may direct, without any reference to the wishes or ideas of the population. Direct taxation of any kind is nothing more than a forced contribution. The exigencies of the State may be so great as to compel resort to such a means of supplying its treasury. If a Government does so by legislation, no one can deny the legality of the Act, or escape the penalties by an argument to prove that the exigency was not such as to warrant the levy. But there are limits to what a Government may do, even by legislation. It might pass a law that outrages common sense and runs counter to all the established ideas and principles which prevail as to what a Government may and ought to do. Every Government for the sake of its own interest, if for no other reason, is bound to avoid the risk of peoples' beginning to consider whether it is not their duty to resist. It is on this ground that I would urge the Secretary of State and the Council to consider how far it is proper to proclaim a policy of unlimited direct taxation at the arbitrary will of the Government for any purposes it may consider beneficial. The income tax imposed by Mr. Wilson in 1861 is not a precedent to encourage the belief that the Government may safely exercise this arbitrary power. In that case Mr. Wilson made a statement of the extraordinary emergency created by the exertions and expenditure required to suppress the mutiny of the Bengal army. Everybody throughout India was sensible that the case was one entitling Government to an extra aid from its subjects to meet it. He only asked for the tax for five years, and it encountered only the passive resistance of people habitually unwilling to part with their money. But here is an aid required for education, and another for roads. Where is the limit to which expenditure may go on both these objects? Trunk roads may include bridges over such rivers as the Hooghly and the Ganges. The principle would include railroads that prove not remunerative. It is proposed by the Government of India to extend the same principle of a forced levy to extravagantly expensive canals in tracts where the people are not prepared to recognise the urgency of their want.

I protest, therefore, against the assertion of any such claim to the right of arbitrary taxation by direct taxes which, as I have said, are in the nature of a forced contribution, and will be sure to be so regarded by the population.

But whether or not it would be justifiable to levy a general tax on the community for the purposes of education and road-making, the levy of such a tax arbitrarily, under the name of a local rate upon all who derive an income from land in Bengal, Behar, and Orissa, and there only, is objectionable on other and yet stronger grounds.

In order to make such a levy, you must make a new survey and detailed inquiry into the condition and holding of every acre in the country, for you have no materials in any public office or institution upon which to lay the assessment. The expense of such a survey and investigation would eat up at least ten years of the 2 per cent. levy. And could such a survey be instituted without the zemindars regarding it as preparatory to a distinct addition to the rent or jumma settled with them for ever as the amount to be taken by Government for its purposes? To them the rate or cess, call it by what name you will, would be an "ahwâb" of the specific kind that the proclamation of Lord Cornwallis assured them against being ever called upon to pay. It would be no answer to them to say, "You are not the only persons who will have to pay; your under-tenants, your ryots, will also be called upon." "How will this alter my case?" he will answer: "if you take from them also you will diminish

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their power of paying my rent." He will appeal, therefore, to the letter and spirit of the proclamation of Lord Cornwallis, which assured him against any further demand of Government on account of his land for ever. That proclamation and the assurances it gave were not the mere act of the Government of the day; the Court of Directors, the Imperial Government and Parliament were all parties to the resolution to fix the Government demand upon the land of the Provinces then held by the East India Company in Bengal in perpetuity. It was the policy advocated by Sir Philip Francis and Edmund Burke, and all the statesmen of that day united in applauding the Act of Lord Cornwallis, which carried it out. It is 80 years now since the proclamation in question was issued, and the whole course of that long period (for 60 of which I have been connected with the administration and Government of India) it has never once been proposed in times of the greatest financial exigency to call upon the malgoogars of Bengal for a single rupee on account of the lands they held, beyond the jumma settled upon each estate in 1789.

The traditions of this period are now forgotten, and new ideas are about to be introduced into the financial administration of India, which I should be sorry to think are likely to be attributed to the change of Government which took place 12 years ago. The right of unlimited and uncontrolled taxation is always a dangerous one to assert, and who would have expected that this policy should be advocated, and such arbitrary powers claimed by a Queen's Government?

It is true that at the close of the Despatch the Government of India are directed to use great circumspection in the resort to this plenary power of direct taxation for any purposes they may deem beneficial. The caution thus given has been much strengthened by the introduction of words referring to the present as a most inauspicious time to inaugurate such a policy, because of its having been resolved to impose a heavy general income tax to cover a deficit of means to meet the ordinary expenses of the Empire. It may be hoped that this will lead to the abandonment, at least for the present, of the intention to levy the proposed educational and road cesses. This hope has no doubt influenced the votes of several members of the Council who before on two occasions formed part of the large majority by which it was determined to disapprove the policy altogether. I should myself have been well content with a Despatch avoiding the question of justice and right, and forbidding the further prosecution of the measures contemplated, on the grounds of inexpediency and inopportuneness. But as the Despatch adopted broadly asserts the right, and approves the policy which I deem very pernicious, I feel myself bound to place on record my strong protest against it.

(signed) *H. T. Prinsep.*

19 May 1870.

DISSENT by *R. D. Mangles*, Esq.

THE Despatch which passed the Council on the 12th instant, respecting the imposition of a cess on certain classes of the people of Bengal, for purposes of education, differs so slightly from the draft which I took a part in discussing and to which I objected on the 2nd idem, that I desire to place on record my opinions upon that subject.

I am impelled to take this course, not only by the strong sense which I entertain of the extreme importance of the measure in contemplation, but because I see reason to apprehend from the spirit of the correspondence of the Supreme Government with the Lieutenant Governor of Bengal, that the ambiguous and undecided tenor of the Despatch under review may encourage that Government to press forward the measure in question without due regard to the special circumstances of the times, and to the consequent temper of the people upon whom it is proposed to lay the impost. I will not stop here to discuss the question whether it be wise to relax the efforts which have now been exerted for many years to afford education of a high description to the upper classes of the natives of Bengal, in the expectation that, as has been the case in all other lands, the light of knowledge would radiate from them to the great body of the people, in order to attempt the novel experiment of directing the principal endeavours of

the Government to the education of the masses. It may be, and I hope it may so prove in practice, that the circumstances of India, under British rule, are so exceptional that this reversal of the normal course of things may lead to a successful issue. But I fear that we must regard as certain that the imposition of a compulsory cess for the purpose in question will so disgust those who have already been found willing to furnish pecuniary aid towards the education of their poorer countrymen as to induce them to withdraw their contribution to that end.

The regret with which I regard what I have called the "ambiguous and undecided tenor" of the Despatch is the greater, because I am satisfied that the views of the Secretary of State and of the great majority of the Council might have been brought into accord, and an explicit answer given to the reference from the Government of India in language less capable of being misunderstood. All here, I think, were agreed that the pledges given by Lord Cornwallis absolutely forbade the imposition of a novel tax, cess, or rate (call it by what name you will) upon the zemindars of Bengal *alone*, for any purpose whatever; and this not the less because the Lieutenant Governor of Bengal has weakened his case and destroyed the logic of his argument by agreeing to the imposition of such a cess for the construction of roads. And all, or almost all, I believe, would have consented to the imposition of a rate for either or both purposes, provided it were assessed upon all rateable property, by whomsoever held.

Surely it would not have been difficult to have secured the advantages of unanimity at home, and to have averted at the same time the danger of misapprehension in India by the plain statement of a broad principle of action grounded on these two considerations. The Government of India would thus have been instructed to steer a course which, although certainly open to, it may be, honest misconstruction on the part of those subjected to the novel imposition, would at any rate have been fairly defensible on solid grounds by the advocates or defenders of the measure.

Now, it appears to me to be very doubtful as to what length the Government of India may feel themselves justified in going, under the sanction of the Despatch just sent. They may, I fear, be encouraged to take steps which may lay them justly open to charges of a breach of solemn promises. Unguarded action may destroy in a moment the credit which the British Government has won by its honourable persistence, for a period little short of a century, in the unbroken observance of its pledges; such a price would be too dear to pay for even an object so valuable as the education of the masses. We have no standing ground in India, except brute force, if we ever forfeit our character for truth.

There is one other consideration to which I attach great importance. I do not see that in the Despatch any sufficient warning is given to the Government of India as to the proper time for imposing any novel cess, and I fear from the heat with which they have pressed the measure upon the Lieutenant Governor of Bengal, that a sufficiently thoughtful forbearance may be wanting in its execution. The imposition of a cess of 2 per cent. upon the back of an income tax, exceeding 3 per cent., would most assuredly and naturally be irritating in the extreme to every person subjected to it. I hope and trust that the Government of India will hold its hand and wait for a more convenient season; but in my judgment it was our duty not to have relied upon their forbearance for this discretion. We should have told them to wait for happier times, in a fiscal point of view, and have thus freed the Home Government from responsibility for any rash proceeding. The temper which the Educational Income Tax has aroused may perhaps be a sufficient warning. But we should have better discharged our duty if we had ourselves sounded the note.

(signed) *Ross D. Mangles.*

London, 25 May 1870.

DISSENT by Sir *F. J. Halliday*.

DESPATCH of the Secretary of State for India in Council, in the Educational Department, No. 5, dated 12 May 1870.

IN considering the above Despatch, the following circumstances should be borne in mind.

Fifty years ago no attempt had been made to leaven the Native mind in India with the science and literature of Europe, and during the next 15 years such measures as were adopted for that purpose were crude and ineffectual.

In 1835 the genius of Macaulay, and the wise determination of Lord William Bentinck, established the system now in force in Bengal, by which the fund available for education, necessarily very limited, is applied to the complete education and enlightenment of a gradually increasing few, with a view to the ultimate spread of education through their means among the many, by the transfusion of the knowledge of the west into the vernaculars of the east, for which, from time to time, assistance is carefully provided. This system had in fact been recommended by the Home Government so far back as 1829, and it is that by which the diffusion of general enlightenment has, as a matter of historical fact, been attained to throughout the civilised world.

Of this system, which has now been 35 years in operation, the ultimate success was always certain. But the rapidity of its progress has far outstripped expectation. From the higher classes education soon spread, until it has become almost universal among the middle ranks, and it is now speedily and surely tending downwards towards the lower orders of the people. An enthusiasm for education has been excited, and a fashion has been created. By the extension of a high degree of acquirement among those who seek public employment, the administration has largely and remarkably benefited, and the standard of public morality has been manifestly raised. Every educated man has proved a missionary of education in his neighbourhood and among his dependents, and every considerable landholder vies with his neighbour in establishing and fostering village schools, until in 1869 one-half of the whole State expenditure for vernacular education was met by private subscriptions and contributions from a people who, only a few years back, could by no means have been made to comprehend the value of education to themselves, still less the obligation of extending it to their inferiors. Assuredly the fruits of the great measure of 1835 are already amply visible, the wisdom and foresight of its authors are strikingly vindicated, and the condition of national education in Bengal, though far indeed from perfection, is yet abundantly gratifying in the present, and full of safe and happy augury for the future.

Things being in this position, the Government of India suddenly declared that they were entirely dissatisfied with the system and its progress, nay, that they "could no longer bear the reproach of continuing it"—the reproach, that is to say, of continuing in the footsteps and sharing in the success of Bentinck and Macaulay. They could no longer wait for the end, but must have education forthwith thrust upon "the masses," without any reference to the presence or absence of that intelligent co-operation of the better orders, without which no such enterprise has ever been attempted by statesmen in any country of the globe. And since the expense of this scheme must be enormous, and the public exchequer could give no kind of aid, they directed that the whole charge, amounting certainly to many millions sterling, should be thrown upon the zemindars of Bengal, by a rate of not less than two per cent. upon their gross rentals. The particular plan recommended was one devised by a missionary of well-known zeal and energy, but, unfortunately (as had become notorious in connection with the recent indigo disputes), of a degree of prudence and worldly wisdom not equal to his good intentions.

The zemindars remonstrated strongly. They admitted the necessity for a gradual extension of knowledge among the people, but they could not understand why it was to be done all at once, and forced immediately upon the very lowest in the scale. And herein they said their views did not seem to differ from those current among English country gentlemen only a few years ago. They

pleaded the distinct and solemn promises of the permanent settlement of 1792, when Lord Cornwallis had exhausted the resources of language to assure them that the rate then assessed on their lands was "irrevocably fixed for ever," and that they should, in all future time, be free from "any further demand of rent, tribute, or any arbitrary exaction whatever." These great national pledges they urged had been scrupulously adhered to in many financial difficulties, and under all changes of Government, from Cornwallis to Canning, and could not now be broken with a deliberate abandonment of plighted national faith. They complain of the startling injustice of singling out one class of the community, the landed proprietors, and laying a special tax on them for the benefit of everybody else. But if such taxation were judged really necessary they were ready, they said, to bear their share of it with all other classes of the community, as they had already done in the case of the income tax.

All the official persons of the province who were consulted supported these remonstrances, and the Lieutenant Governor of Bengal transmitted them to the Government of India, and enforced them with a powerful and, as I think, unanswerable argument. But the Government of India was unmoved, and declared in reply, that it was resolved to persevere in its determination.

This correspondence has now come before the Secretary of State in Council, and it appears to me that the Despatch, which it has been resolved by a very narrow majority to send to India in reply, does not give, especially on the momentous question of the alleged violation of the permanent settlement and on the objections of the zemindars generally, such a clear and unambiguous decision as the latter have a right to expect.

First, as regards the pledges of the permanent settlement, the Despatch, after setting aside as irrevalent the chief argument relied on by the Government of India, and after intimating to that Government that they had entered on this serious dispute "without adequate attention to some most important facts," goes on to affirm that the right to impose this new tax on the zemindars in the face of the promises of the permament settlement, "had been already ruled and decided in the case of the income tax," which is as much as to say that because in 1860 a general tax was temporarily imposed affecting all classes, therefore a special tax may now be permanently levied on one class only, although that class has been solemnly assured that no new tax and arbitrary exaction shall ever be laid upon it.

But this reply, which will seem to the zemindars of Bengal curiously inconclusive, will also be felt by them as peculiarly irritating and offensive. When the income tax was first imposed in 1860, the zemindars of Bengal were disposed, not without very plausible reasons, to object to it as an infringement of their settlement; but they soon gave up the point, and accepted the advice and example of the greatest of their body. The Rajah of Burdwan, who, in a remarkable letter to the Legislative Council, announced that he would set an example to his fellows of submission to the income tax, because it was levied after the great mutiny of 1857 to supply deficiencies created by "crushing the late mutinies, and thus preserving the property, lives, and honour of the zemindars," and because it was "levied equally on all classes."

That this well-timed and patriotic declaration should now be turned against its author and his brother zemindars as a reason for setting aside the plain terms of the permanent settlement, and imposing upon them a special tax, of which other classes not connected with the land are to bear no share, cannot prove otherwise than severely and undeservedly grating and painful to their feelings.

Second, as regards the injustice, independently of all promises, of saddling this special tax on one class of the community, namely, the class connected with the land and no other, I do not see that any answer is attempted to this Despatch, to the very reasonable remonstrance of the zemindars, who have, at all events, Macculloch on their side.* In England, no doubt, owing to causes peculiar to that country, and absolutely non-existent in India, some public obligations are exclusively laid on land; but I have not heard that the English zemindars are particularly tolerant of them, and certainly if the law in England treated land in all respects as achattel, if no special advantages, political and social, attached to its

* "It is at all events clear that wherever a right of property in land is established, an attempt to impose peculiar taxes on its owners would subvert every principle of justice."—*Macculloch* on Taxation.

its possession. Above all, if the English Government took as a tax 90 per cent. of the rent, as was attempted in Bengal by the permanent settlement in 1792, or from 50 to 70 per cent., as is now done in other parts of India, I apprehend we should find the landed interest in England at least as little inclined to be singled out for exclusive taxation (say, to be charged with the whole expense of all primary schools) as is at this moment the landed interest in Bengal.

It is intimated in this Despatch that what it is now proposed to do in Bengal has been done "in the North-Western Provinces, in Central India, in Oude, in Scinde, and throughout the Presidency of Bombay." The argument of the Lieutenant Governor of Bengal has, to my mind, conclusively disposed of this fallacy. It has, indeed, hardly the semblance of a foundation. The Government has always, in the provinces above named, acknowledged the obligations arising out of its joint ownership by sharing with the zemindars the burthen of all local cesses.*

* *See* Howell's Report on Indian Education, for 1868-69.

So liberally has this been done, that it might plausibly be said, and has in fact been said, that the Government pays the whole cess and not the zemindar. Nay, in the case of the North-West Provinces, this was declared by the Government itself,† viz, that the cess was defrayed not by the "landowners, but out of the share of the rent which has always been the admitted right of the State." For which reason it was further announced, "no claim to any control or management of the funds on the part of the zemindars could for a moment be sustained."

† Government Order, 14 July 1866.

In the Shahabad district of Behar, the zemindars at the time of the settlement agreed to pay a cess of one-half per cent. on their jumnas for roads, provided the Government would pay another half, and this has been done ever since.

In the permanently settled districts of Benares, the zemindars were not long ago persuaded to agree to a special cess for education, but no attempt was ever made to impose it without their consent.

In Madras no cess is levied but by the voluntary act of the people.

In all the other provinces named (but one) the cess is imposed, but only at the time of making the settlement, and never after it is made, as it is now proposed to do in Bengal. The knowledge that the cess is to be imposed notoriously affects the amount of the Government share when the settlement bargain comes to be made, and whatever is taken from the zemindars is taken with their written consent.

In Bombay, the only exception to this practice, the rule of making a cess before and not after the settlement, was very strictly prescribed by the Government of India, and by the Secretary of State, Sir Charles Wood; and Sir John Lawrence went so far as to record his opinion that to levy such a cess after the settlement had been made (the very thing now proposed in Bengal), would be looked upon as "a breach of faith."

Despatch to Secretary of State 22 February 1867.

Secretary of State in reply, 24 May 1867.

Somehow or other, notwithstanding this, the Government of Bombay passed an Act last year, apparently, if not actually, in opposition to these pointed instructions. It is the only part of India in which such a thing has been attempted, and it has not been long enough in operation to show whether the people there will fulfil Lord Lawrence's expectations, by denouncing it as a breach of faith. But I think it to be lamented that this singular and exceptional proceeding of the Government of Bombay, in defiance of precept and precedent, should be dwelt upon in this Despatch as a good, and indeed the chief reason for doing the like elsewere, especially as paragraph 17 may well be read as threatening to extend the same sharp practice to "temporary" as well as "permanent" tenures, that is to say, not only to the zemindars of Bengal, who are now protesting, but also to the zemindars of Oude, the North-West Provinces, and the Punjab, among whom no such practice has ever yet been attempted, and who, if they so understand this Dispatch, will not fail to add their remonstrances to those of their brethren in Bengal.

It is true that in paragraph 17, and again in paragraph 20, a vague intimation is thrown out, first, that not the zemindars only, but all other holders of landed property "ought, as far as possible," to be made subject to the tax; and, secondly, that perhaps other than landed interests may be subjected to this tax if they can be got at. But the dreaded infraction of the permanent settlement is no where distinctly repudiated, and the language of the Despatch is, on the contrary,

trary, carefully chosen so as to make landed property primarily, if not exclusively, liable. We have indeed the highest authority for knowing that the measure is by no means intended to include, as the zemindars desire, "all classes of the community," since that would be a new income tax at least as heavy as the recent 8 *d.* in the pound, which has caused so much indignation. But I do not see that to raise the same total amount by a special levy on one class, and that the most influential in India, viz., the class interested in land, will tend to make what will still be a new income tax at all more acceptable to those on whom it will fall the heavier for the exemption of the rest of the people.

I have confined my remarks to the Despatch as it bears on education, because that is the chief subject, and out of that the whole discussion arose. It is intended to try first a special class-cess for roads, because roads are more directly appreciated by landowners and others connected with the land. But it has transpired that although there was hope in this plan at first there is none now, because the zemindars have found out that if they give up the point as to roads, they will next be taxed for education for sanitary improvements, and in fine for any project which the swiftly varying mind of the Government of India may come to devise. Had they been let alone all these things would have come of themselves, but now they will be driven back. The zemindars themselves have told us that the large contributions now readily made for education will, when this tax is imposed, be made no more.

It was only last year that the Government of India proposed to make irrigation canals for the landowners, and to tax them at a possible rate of seven per cent. on the capital outlay, especially if they were so ill advised as not to use the water, on the ground apparently that if they did not use it, they ought to use it, and to pay for it whether they used it or not. In commenting upon this singular proposition, the Secretary of State made the following just observations in a Despatch, dated 11th January last: "To make cultivators pay for water for which they had no use, or, at any rate, were not disposed to use, possibly from imperfect appreciation of the value of irrigation," and thereby guarantee the Government from loss, "there would be no objection if the guarantee were given voluntarily. But here the guarantee is to be extorted compulsorily, the inhabitants of a district are not to be asked beforehand whether they desire irrigation or not. The Government alone is to judge whether irrigation is desirable. There is little analogy between a plan like this and that under which county cesses are levied in England and Ireland; for those by whom the cess is imposed, besides being themselves cess payers, represent theoretically, if not really, the great body of cess payers, who are assumed consequently to have given their assent by proxy. * * * * To force irrigation on the people would not be unlikely to make that unpopular which could otherwise scarcely fail to be regarded as a blessing."

If in the foregoing passage "education" were substituted for "irrigation," it would become exactly applicable to the present question, And I should have been less disposed to dissent as I now do, if the judicious sentiments of the Secretary of State in Council in January last had been imported, in this month of May, into the Despatch now before me.

25 May 1870. (signed) *Fred. Jas. Halliday.*

(Home Department.—Education.—No. 4 of 1870.)

To His Grace the Right Honourable the Duke of *Argyll*, K.T., Her Majesty's Secretary of State for India.

My Lord Duke, Fort William, 22 February 1870.

IN continuation of our Despatch, No. 17, dated the 31st December 1869, we transmit for your information a copy of the correspondence noted on the margin, regarding the experimental extension of the Patshala system throughout Bengal by the appropriation of funds from the sum assigned for expenditure under the grant-in-aid rules.

To Government of Bengal, No. 574, dated 21 Oct. 1869.
From ditto, No. 6, dated 4 January 1870.
To ditto, No. 116, dated 15 February 1870.

2. We

2. We have informed the Government of Bengal that we cannot sanction the application of Imperial funds to the further extension of the patshala system, which must be provided for from local revenues.

We have, &c.
(signed) *Mayo.*
W. R. Mansfield.
G. N. Taylor.
H. M. Durand.
R. Temple.
J. F. Stephen.

EDUCATION.—Home Department Proceedings, 23rd October 1869.

EXTENSION of the Patshala system generally throughout Bengal, and the transfer to the account of the Patshalas of any amount that may be necessary from the sum assigned for expenditure under the Grant-in-aid Rules.

READ the following Extract from the Proceedings of the Government of Bengal, in the Education Department, for May 1869, Nos. 13 and 14:—

No. 13.—From *W. S. Atkinson*, Esq., M.A., Director of Public Instruction, to the Secretary to the Government of Bengal, General Department; No. 1838, dated 23rd April 1869.

THE inspection and control of the guru patshalas aided by Government being now transferred from a separate inspecting agency to the ordinary jurisdiction of the divisional inspectors of schools and their subordinates, I beg to solicit authority to extend the patshala system generally throughout the whole of Bengal as far as circumstances will permit, instead of confining its operations, as heretofore, to certain specified districts.

2. The Lieutenant Governor's attention has already been drawn to the superiority of this system in respect of cheapness and simplicity over the system of grants-in-aid, as applied to the smaller vernacular schools in country villages,* and he has himself suggested the desirableness of introducing the change, for which I now solicit his formal sanction. In future years, if adequate funds are provided, I shall hope to establish village schools of the proposed type in large numbers throughout the greater part of Bengal. At present I only ask permission to try the plan, wherever opportunity offers, within the limits of the existing Budget grant for the year, and, in order to effect this, to be empowered to transfer to the account of the patshalas any amount that may be necessary from the sum assigned to me for grants under the grant-in-aid rules. If this is approved, I shall get rid, as far as practicable, of all small grants for village schools out of the grant-in-aid fund, and substitute for them the simpler form of aid adopted under the patshala system.

* Resolution on the Educational Report of 1866-67, dated 15 May 1868, paragraphs 29 and 30.

No. 14.—From *H. S. Beadon*, Esq., Officiating Under Secretary to the Government of Bengal, to the Director of Public Instruction; No. 1389, dated 15th May 1869.

I AM directed to acknowledge the receipt of your letter, No. 1838, dated 23rd April, and in reply to inform you that the Lieutenant Governor is pleased to sanction the extension, experimentally, of the patshala system generally throughout Bengal, so far as circumstances will permit, provided that the Budget limits of the year are not exceeded. With this view the Lieutenant Governor authorises you to transfer to the account of the patshalas any amount that may be necessary from the sum assigned for expenditure under the grant-in-aid rules.

No. 40.—From *E. C. Bayley*, Esq., Secretary to the Government of India, to the Secretary to the Government of Bengal, General Department; No. 574, dated Simla, 21st October 1869.

THE Governor General in Council has observed, in the Proceedings of the Government of Bengal, marginally noted, that his Honor the Lieutenant Governor has sanctioned, experimentally, the extension of the patshala system generally throughout Bengal, and the transfer to the account of the patshalas of any amount that may be necessary from the sum assigned for expenditure under the grant-in-aid rules.

Nos. 13 and 14 of Proceedings of the Bengal Government, in the Education Department, during May 1869.

* Despatch of 1859, paragraphs 51 and 53.

2. The Governor General in Council observes that this order appears to be inconsistent with the views of the Home Government* and of the Government of India. In the letter to the Bengal Government, No. 5876, dated the 28th of October 1867, the Governor General in Council expressed his opinion that the main burden of primary vernacular education in Bengal for the population connected with the land should fall, not on the Imperial revenues, but, as elsewhere, on the proprietors of the land. The same view was repeated in the letter, No. 237, dated the 25th of April 1868; and the Bengal Government was further informed that it was "altogether out of the question that the Government can provide the funds" for the cost of furnishing primary education for the mass of the people.

From the Bengal Government, No. 3666, dated 27 July 1868.
To the Bengal Government, No. 587, dated 1 October 1868.

3. Last year an application was submitted by the Bengal Government for the establishment of a normal school for gurus at Cuttack, on the ground that any measures for spreading elementary education would be practically futile if they were not preceded and accompanied by a suitable provision for a supply of teachers. The Government of India sanctioned the payment of the charge for the current year from the existing Budget grant, but on the understanding that it was not properly debitable to the Imperial revenues; and that so far as it was connected with the objects of the proposed education cess, the cost of the school would be met from that cess when established. On the present occasion, the Governor General in Council regrets to find that the order to extend the patshala system was issued by the Bengal Government in May last, and that it has only now come to his knowledge on the receipt of the volume of Proceedings for that month.

4. I am directed to state that, without questioning the success of the experiment, the Government of India cannot sanction the step which has been taken, and is constrained to request that his Honor the Lieutenant Governor will cancel the order issued to the Director of Public Instruction for the extension of the patshala system.

(General Department.—Education.—No. 6.)

From *Rivers Thompson*, Esq., Officiating Secretary to the Government of Bengal, in the General Department, to the Secretary to the Government of India, Home Department.

Sir, Fort William, 4 January 1870.

WITH reference to your letter, No. 574, dated the 21st October, in which the Governor General in Council, upon consideration of the proceedings of this Government, Nos. 13 and 14 in the Education Department for May 1869, takes exception to the experimental extension of the patshala system generally throughout Bengal, by transfer to the account of the patshalas of any amount that may be necessary, from the sum assigned for expenditure under the grant-in-aid rules, and desires that the orders issued to the Director of Public Instruction on the subject should be cancelled, I am directed to say that nothing could have been further from the intentions of the Lieutenant Governor than to issue any order inconsistent with the views of the Home Government, or of the Government of India upon this subject, and that, by the explanations now to be submitted, he hopes to be able to remove the impression which has called forth the disapproval of the Governor General in Council.

2. The Lieutenant Governor has carefully looked through Lord Stanley's Despatch of 1859, to which his attention is directed, and he has failed to perceive that the order now impugned is in any way at variance with the sentiments therein expressed by the Home Government, or with any views that can be inferentially deduced from expressions found in it. He observes that the despatch is careful to abstain from any expression of opinion as to the source from which the funds for elementary education should be obtained. On this point the despatch confines itself to detailing the course actually pursued in some other parts of India, and the plans that had been suggested for obtaining money in Bengal; and then, with the simple intimation that a rate upon land "seems *per se* unobjectionable," it desires that the Government of India would consider and report upon the whole subject. The Lieutenant Governor has no doubt that this, and this only, is the purport of those passages in the despatch which relates to the supply of funds; but he sees a much more definite view put forward, and put forward in terms which have been construed into an authoritative order (paragraph 50), to the effect that "the grant-in-aid system as hitherto in force is unsuited to the supply of vernacular education to the masses of the population," and that as "the task of providing the means of elementary education is to be undertaken by the State," such education "should be provided by the direct instrumentality of the officers of Government, according to some one of the plans in operation in Bengal and the North-Western Provinces, or by such modification of those schemes *as may commend itself to the several local Governments* as best suited to the circumstances of different localities." It will, the Lieutenant Governor hopes, be in the recollection of the Governor General in Council that the so-called patshala system was the direct result of the orders so communicated, and that as a consequence of the Despatch of the Secretary of State, Sir John Grant inaugurated his plan of improving

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the condition of the numerous indigenous private schools in the country, and promoting their efficiency as the best means of spreading education among the lower classes. It appears then to the Lieutenant Governor that the Home Government has expressed no opinion as to the source of the money supply for elementary schools, but that it has expressed a very decided opinion; *first*, that elementary education is to be undertaken by the State; and *secondly*, that it should be undertaken otherwise than under the ordinary system of grants-in-aid.

3. If the Lieutenant Governor is wrong in his interpretation of the views of the Home Government as declared in the despatch which has been brought to his notice, his mistake will no doubt be pointed out to him; but if otherwise, he trusts that he will be relieved from the imputation of having passed an order which is inconsistent with the views of Her Majesty's Government in England.

4. The object of the order impugned by the Government of India was simply to push forward elementary vernacular education in the cheapest manner, under the modified system of grants-in-aid, known as the patshala system, and to the widest extent possible within the limit of available funds; and in authorising the Director of Public Instruction to appropriate a portion of the annual grant to this object, the Lieutenant Governor believed that he was acting as much in accordance with the views of the Government of India as with the declared policy of Her Majesty's Secretary of State in England.

5. His Honor is of course aware that the Government of India has expressed very decided views as to the propriety of paying for elementary education in Bengal by means of an educational rate; but he is unable to trace in any part of the correspondence on this subject any expression of opinion, and much less any definite order, against the employment of the funds actually assigned to Bengal for education, in the maintenance of elementary village schools in any part of the country.

6. As originally contemplated, the plan of operations for the improvement of the patshala system was fixed at 12,000 rupees per annum, and received the general concurrence of the Government of India; and in conveying this approval it was stated that the assignment would be left entirely in the hands of the local Government.

7. The development of the system has gradually extended; and from its first commencement in the districts of Burdwan, Nuddea, and Jessore, was, on the encouragement held out in the Despatch of the Secretary of State in 1864, and with the approval and sanction of the Government of India at different times, further continued in the districts of Behar, Sarun, Purneah, and Bhaugulpore, and subsequently, in 1865, in Rajshahye, Dinagepore, and Rungpore.

8. In paragraph 2 of your letter of the 28th October 1867 (No. 5876), the Lieutenant Governor finds an acknowledgment that the "patshala system has worked successfully," and a declaration that "no interference with any part of it is at present contemplated," and then follows what would alone appear to be a sufficient warrant for the order which has been impugned, namely this—"the scheme must be considered simply an adaptation of the grant-in-aid system to the circumstances and requirements of elementary vernacular schools in Bengal, and *so far as it can be efficiently extended on this principle, the Governor General in Council is anxious to give it every encouragement and support.*"

9. Having in view this pledge of the Government of India, and recollecting the authoritative opinion expressed by Sir Charles Wood in his Despatch of July 1864, to the effect that the Government of India would no doubt readily accord its "sanction to such further extensions of it (the patshala system) into additional districts, as the Lieutenant Governor of Bengal may from time to time see reason to propose;" it did not occur to the Lieutenant Governor to doubt that he was alike carrying out the policy of the Home Government, and the Government of India, in authorising the Director of Public Instruction to sanction grants-in-aid under the patshala system, as far as funds permit, in every district, instead of giving grants to schools of precisely the same class under the ordinary grant-in-aid rules, at greater cost to the State, and under less suitable management.

10. This is an arrangement which appears to the Lieutenant Governor to be quite independent of the controverted question as to the source from which the funds for the support of these village schools shall hereafter be drawn, and the Cuttack case referred to in the third paragraph of your letter under reply, has, in this view, no bearing on the point at issue. If an educational rate should hereafter be enforced, there can be no reason why the patshalas now paid for out of the grant-in-aid fund, or any other schools of whatever class, should not be made chargeable to such rate, in whole or in part, as the then policy of Government may dictate; but to interdict their establishment now is either to prohibit all extension of elementary education in the country districts, or to insist that it shall be pushed under a system confessedly inappropriate and expensive, when a cheaper and simpler system, which has stood the test of experience, is ready to our hand.

11. The Lieutenant Governor is reluctant to believe that either of these alternatives is

is really intended; and he trusts, therefore, that under the explanation now afforded, the Governor General in Council will be willing to reconsider and to withdraw the orders that have been communicated to him.

I have, &c.
(signed) *Rivers Thompson*,
Officiating Secretary to the Government of Bengal.

(Home Department.—Education.—No. 116.)

From *E. C. Bayley*, Esq., Secretary to the Government of India, to the Secretary to the Government of Bengal, General Department.

Sir, Fort William, 15 February 1870.

I AM directed to acknowledge the receipt of your letter No. 6, dated the 4th ultimo, regarding the experimental extension of the patshala system throughout Bengal by the appropriation of funds from the sum assigned for expenditure under the grant-in-aid rules.

2. I am to remind you that the Government of India has distinctly ruled that for the extension of primary vernacular education for the agricultural classes in Lower Bengal, by means of the patshala system, no expenditure of Imperial funds should be allowed beyond the sum expressly granted in 1868–69. The Government of Bengal has been repeatedly apprised of this decision, but the clearest expression of it will be found in the orders quoted in the margin.*

3. Your letter under reply, however, urges that in the letter of 28th October 1867, No. 5876, the patshala system and its extension were expressly approved, although it was described as "a modification of the grant-in-aid system;" and from this expression an inference is drawn that the Government of India have approved of the extension of the system by the means of grant-in-aid from the Imperial revenues. I am, however, to point out that the approval quoted was a mere acknowledgment of the success of the schools on this principle, which had been sanctioned as an experiment, and while the ultimate extension of that system was no doubt contemplated by the Government of India, the approval only applied to the *modus operandi* of the scheme. Indeed, the expression of the letter of October 1867 (which was quoted from the letter from this Office, No. 5876, of the 12th September 1867) occurs in a document which clearly pointed out that the funds for the *extension* of these and all other schools for primary vernacular instruction should not be provided from Imperial but from local revenues. This, indeed, was the main purport of the letter. The context accordingly should have itself rendered impossible the interpretation claimed for these words, even if the matter had not been placed beyond doubt by the very distinct subsequent orders of March 1868, which are given in the margin of the preceding paragraph.

4. When, therefore, the Government of India was informed by the educational proceedings of the Bengal Government of May 1869 that the Lieutenant Governor had authorised the Director of Public Instruction to spend in the extension of the patshala system any funds which he could save from the grants-in-aid, the Governor General in Council was compelled to inform the Government of Bengal that such an application of Imperial funds could not be permitted, and he sees no reason to depart from that order now.

I have, &c.
(signed) *E. C. Bayley*,
Secretary to the Government of India.

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* Extract from Financial Resolution, No. 1570, dated 31st March 1868.

Para. 9. In this view, and having regard to the declaration of the Director of Public Instruction that he "cannot undertake to carry on a system of village schools in Bengal with a smaller amount of aid than that now sanctioned" per district, the Government of Bengal should be informed that expenditure for the purpose beyond the amount of the Budget grant for 1868–69 will not be allowed hereafter, unless, meanwhile, a scheme be devised and carried into effect for ensuring that the main burden of the expenditure for vernacular schools shall fall not on the Imperial revenues but on the proprietors of land.

Extract from Financial Department Office Memorandum, No. 1751, dated 31st March 1868.

Para. 4. Until, therefore, the Government of Bengal can devise and carry into effect a scheme for obtaining the greater part of the expenditure for the vernacular education of the mass of the people from the proprietors of the land, the increase of the existing Budget provision for that expenditure should be prohibited, inasmuch as it is required for a plan of education which, failing an adequate contribution from the proprietors of the land towards a scale of charge without which the Director of Public Instruction cannot undertake to carry on a system of village schools, must perforce be treated as impracticable by the Government of India.

Communicated to Bengal Government, with letter No. 244, dated 27th March 1868, from the Home Department.

(Educational, No. 7.)

To His Excellency the Right Honourable the Governor General of India in Council.

My Lord, India Office, London, 31 May 1870.

Para. 1. THE Despatch of your Excellency in Council, dated 22nd February, No. 4, of 1870, transmitting copy of a correspondence with the Government of Bengal, regarding the experimental extension of the patshala system by the appropriation of funds from the sum assigned for grants-in-aid, has been considered by me in Council.

2. Having recently in my Despatch of the 12th instant, No. 5, communicated to you my views on the general question of the incidence of educational charges, I think it unnecessary to make any remark on the present correspondence.

I have, &c.
(signed) *Argyll.*

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